AN INTRODUCTION TO AFRIKAANS

BY

DR H. J. J. M. VAN DER MERWE
M.A., D. LITT.

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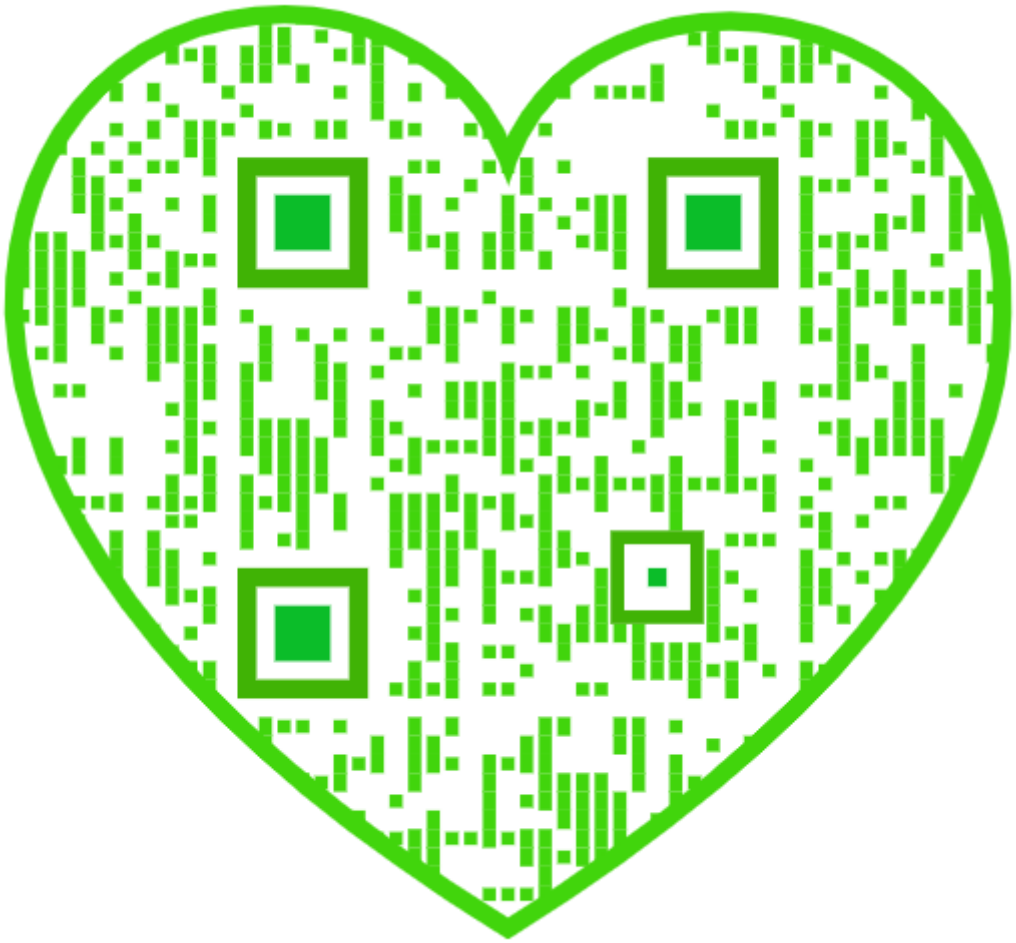

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1951

A. A. BALKEMA/CAPE TOWN

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DEDICATED TO MY WIFE, WHOSE UNABATED
INTEREST AND SYMPATHETIC ENCOURAGEMENT
WILL ALWAYS BE CHERISHED BY ME.

THIS BOOK WAS PUBLISHED WITH THE AID OF THE DIVISION OF
EXTERNAL STUDIES, UNIVERSITY OF SOUTH AFRICA, PRETORIA.

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This book has been compiled as a **Textbook** especially for students enrolled for the "Beginner's Course in Afrikaans" with the Division of External Studies, University of South Africa, Pretoria. In this connection I am greatly indebted to Prof. Dr. A. J. H. van der Walt, M. A., D. Phil, Director of External Studies, for his kind advice and for the very obliging spirit which he has displayed towards me at all times. May he be amply rewarded by the success students are bound to obtain from this course.

In addition to this book, "Divisional Students" will receive supplementary exercises and explanatory notes, and, if possible, also gramophone records reproducing the correct pronunciation of the Afrikaans sounds.

Furthermore, I am greatly indebted to my colleagues, Mr. T. van Wyk, M. A. (Dept. of History), Dr. D. H. Cilliers, M. A., M. Ed., D. Phil. (Head, Dept. of Education), and Mr. F. D. Sinclair, B. A. (Dept. of English), who kindly consented to read the manuscript, thus also helping to eliminate those minor errors which so easily slip in when one is labouring under strain and pressure of time. The conscientious way in which they fulfilled this monotonous task is particularly appreciated.

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PRETORIA, June, 1951.

H. J. J. M. v. d. M.

INTRODUCTION

Though I confidently hope that with this "Introduction to Afrikaans" the acquisition of Afrikaans by foreigners will be greatly facilitated, I at the same time want to caution against the fallacy that "the learning of foreign languages can be made easier". Even the most excellent methods still entail laborious perseverance, for the acquisition of a language necessitates systematic study throughout, and this entails continual repetition! If, however, your approach to Afrikaans is determined by a sensible end in view, you will find less monotony in this mechanical process. Therefore, if it is your ultimate aim to acquire Afrikaans as a means of communication with Afrikaners; if you are interested in this land, South Africa, and her people; or if, as an inhabitant of this country, you also feel convinced of the indisputable necessity of bilingualism, then eventually you will feel liberally rewarded when Afrikaans, and subsequently its speakers, are almost as familiar to you as your own vernacular and kinspeople. I say "almost", for nobody can ever be absolutely bilingual, but one **can** gain more than "a working-knowledge" of a foreign language!

The soundest method for the acquisition of a foreign language is naturally to start with the spoken language, but it is not always possible to have a speaker of such a language at one's disposal, and therefore this must be replaced by other methods approaching as nearly as possible the ideal state of affairs. This was the deciding factor for beginning this book with the **pronunciation** of Afrikaans. If the assistance of an Afrikaans-speaking person can be obtained, the obstacles regarding pronunciation can be greatly reduced, but, on the other hand, some students of Afrikaans may not be so fortunate, and consequently will have to resort to other means.

The fundamental requisite for foreign language study is a sound knowledge of your own mother-tongue, especially its phonetic system. If you know this properly, you will be able to acquire the correct pronunciation of Afrikaans fairly well with the aid of the **vowel-chart** and the key-words in the **Phonetic Alphabet** provided in this book, together with the descriptions in connection with the pronunciation. Correct pronunciation forms the basic step to further progress, and especially for the application of correct orthography. It is a common fallacy that correct pronunciation can be perfectly acquired by mere imitation, for even with your native tongue the minute distinctions can only be fully realised by a careful scientific study of the sound-system. By attempting the foreign sounds, gradual cultivation of the organic and acoustic senses is accomplished; consequently this major part of your study must never be neglected. The ideal will, of course, be to become so competent in the use and the recognition of phonetic symbols, that you are able to transcribe the spoken language long before you attempt the nomic orthography, i.e. the conventional signs used in the spelling of such a language.

No language is absolutely phonetic, i.e. the words are not always spelled exactly as they are pronounced; for this a far more extensive alphabet than

the conventional 26 letters will be required. Even Afrikaans, though phonetic to a very great extent, is only partially so. But in this respect you will find that once you have mastered the pronunciation, very few difficulties will be encountered with the spelling. Also in this language, as with your mother-tongue, you will find that spelling, in accordance with language itself, can be greatly irrational and arbitrary ; in other words, many exceptions to rules are encountered and these must be learned by rote ! But in the course of this work you will often find not only a pointing out of spelling obstacles, but also a clear indication of what must be avoided.

After mastery of the pronunciation you must immediately start with **simple readers,** in order to get examples of connected texts. Although we can start off with isolated words, we do not speak in isolated words, but in sentences in which the words are combined to portray ideas. Furthermore, isolated sentences are monotonous and do not provide the same amount of pleasure as connected texts, even if such "stories" are rather naïve at the beginning. Reading of such texts should also be aloud, as this furnishes further practice in cultivating the organic and acoustic senses.

In the course of your reading you will often encounter difficulties in connection with **grammar** (**accidence**). For that reason a large part of this book is devoted to formal grammar, but in such a way that you can easily deduce your own rules. Formal grammar also entails constant repetition, and without a sound knowledge of the grammatical construction of a language no reasonable progress in syntax can be expected. Although it should not form the dominant part of language study, it must never be neglected, and I cannot therefore subscribe to the common tendency amongst some educationalists of condemning formal grammar altogether.

The mechanical mastery of the basic steps, i.e. **pronunciation, grammar** and **spelling,** must be followed by abundant **reading**. The latter will necessitate the use of **dictionaries**. See that you obtain the best English—Afrikaans and Afrikaans—English dictionary for this purpose. At the same time you ought to possess the Afrikaans pronouncing dictionary, viz. **Uitspraakwoordeboek van Afrikaans** by Le Roux and Pienaar. Students generally seem to display a profound dislike for the use of dictionaries, which of course is definitely not to their own advantage. Never skip a word of which the meaning is not absolutely clear to you, but consult your dictionary. Though very laborious initially, it pays eventually !

As with formal grammar, many teachers maintain that **translations** should be condemned and consequently abolished from the syllabus. This contention also I cannot uphold. Especially for the beginner translation is a **sine qua non**. It not only helps in the construction of sentences in the foreign language, but it plays an essential part in exposing the divergencies and similarities in accidence and idiomatic use between the two languages. The student must, however, always start from the known, i.e. translation should be from the vernacular into the foreign language. This can be regarded as the basic step towards writing in the foreign language. This gives ample opportunity for becoming accustomed to the sentence construction and idiomatic peculiarities of the language, and I would advise nobody to start writing before sufficient practice has been had in translation.

In writing a foreign language you will find that the particles and prepositions not only form the foundation for further progress, but they also present most difficulties, and in Afrikaans this is mainly due to the great

similarities between Afrikaans and English on account of their being cognate languages. Never use the Afrikaans equivalent for an English preposition unless you have ascertained beforehand that such a preposition is used in the same context as in English. To assist you in this I have devoted a large part of this book to idiomatic constructions as the correct equivalents for certain English expressions. This is not an attempt at being exhaustive, but only to render those expressions which present most difficulties to the English-speaking student. These **idiomatic expressions** are collected in the **Vocabulary**, which is preceded by a number of exercises ("anglicisms"), viz. §§ 89-101. The general exercises on spelling and other aspects, such as the correct word-order after certain conjunctions, are also based on the **Vocabulary**, where you will probably find a solution to most of your everyday problems.

I am fully aware of the fact that many educationalists will condemn my method of providing the anglicisms, i.e. the erroneous forms, which then are to be corrected, as they contend that the student should never be confronted with the wrong form, but that he should always see only the correct. In that case it is inexplicable to me why our greatest Teacher should have given most instructions, e.g. the **Ten Commandments,** in a negative way, or why some of the biblical parables should be negative. Or listen to the parent admonishing his child : don't break the flower, don't spill water on the floor, don't this, don't that ! No, to distinguish between the right and the wrong, the two should be given next to one another, a way in which the differences are emphasized, bringing the correct form more vividly to the mind.

The exercises from par. 89 onwards contain the most typical mistakes made by English-speaking students. Over a period of more than 10 years I have collected these forms from approximately 20.000 letters and essays, as well as during oral lessons, at various educational institutions including universities. I therefore maintain that with these mistakes I have collected a fairly representative average of the Englishman's difficulties with Afrikaans. In other words, if value is attached to a so-called "basic" form of any language, then the correct equivalents of these forms may be regarded as "basic Afrikaans" for the English student.

I applied this method at an English medium school for about 5 years, and, within the first year, the great improvement in the scholars' grasp and use of Afrikaans was very gratifying. This, I maintain, entitles me to hold the contention that the application of this method indisputably puts me on the "right track".

When you start writing in Afrikaans, this **Vocabulary** should be your first resort for consultation. If you cannot find there what you are looking for, then only should you refer to your dictionary. Take special note of the forms and constructions in black type, as I intend that these should be memorised first as the best known or most generally used forms. The notes given in square brackets must not be overlooked as they serve to emphasise in particular the danger points to be avoided and to be guarded against, or as further explanations.

Remember, this book is intended as an "Introduction" only; so that you will not find it very extensive or exhaustive. Once you have mastered the contents you will be able to proceed with more advanced work on pronunciation as well as on formal grammar. Proficiency in sentence construc-

tion will only be gained by careful application of the formal grammar, followed by continuous practice in writing.

In conclusion I want to emphasise that the amount of success to be attained by you depends entirely on the amount of time, energy and conscientious study you devote to Afrikaans. No matter what you try, the acquisition of a foreign language is never an easy task, but requires constant practice, painstaking perseverance and conscientious devotion. If this book has, however, helped you to understand and use Afrikaans, I shall feel amply rewarded for having accomplished this not altogether very enviable task, but to which I have, nevertheless, devoted a long period of my life.

THE PHONETIC ALPHABET

(The phonetic characters appear in square brackets)

I. VOWELS

[ɑ] as the **a** in Fr. **pat,** Afr. **kat**
[ɑ :] as the **a** in Fr. **passe,** Afr. **kaas**
[a] as the **a** in Fr. **patte,** as the first element in Eng. [maɪt] **might**
[ʌ] as the **u** in Eng. [kʌt] **cut**
[e] as the **e** in Fr. **parler,** Afr. **melodie**
[e :] as the **e** in Germ. **geben,** Afr. **gee**
[e] as the **e** in Eng. **bed**
[ɛ] as the **e** in Fr. **près,** Germ. **Elf,** Afr. **elf**
[ɛ :] as the **e** in Fr. **père,** Eng. **their,** Afr. **sê**
[æ] as the **a** in Eng. **bad**
[ə] as the **e** in Fr. **le,** Germ. **Ode,** Eng. **over,** Afr. **bitter**
[ə :] as the **i** in Eng. **bird** [bə :d], Afr. **wîe** [və :ə]
[i] as the **i** in Fr. **ni,**
ee in Eng. **heed**
ie in Afr. **sien,** Germ. **wieder**
[i :] as the **ie** in Dutch **dier,** Afr. **dier**
[ɪ] as the **i** in Eng. **bid,** Germ. **Fisch**
[o] as the **o** in Fr. **sot,** Afr. **melodie**
[o :] as the **o** in Fr. **chose,** Germ. **Ohm,** Afr. **bome**
[ø :] as the **eu** in Fr. **creuse,** Germ. **Grösse,** Afr. **beur**
[œ] as the **eu** in Fr. **neuf**
ö in Germ. **Götter**
u in Afr. **buk**
[œ :] as the **eu** in Fr. **neuve**
û in Afr. **rûe**
[u] as the **ou** in Fr. **tout**
oe in Afr. **hoed**
[u :] as the **ou** in Fr. **tour,**
oo in Eng. **hood**
u in Germ. **gut**
oe in Afr. **toer**
[ʊ] as the **u** in Eng. **put, good**
[y] as the **u** in Fr. **pu**
uu in Afr. **nuut**

[y :] as the **u** in Fr. **muse,** Afr. **mure**
[ɔ] as the **o** in Fr. **note,** Afr. **pot**
[ɔ :] as the **o** in Fr. **tort,** Afr. **môre,** Eng. **stork**
[ɒ] as the **o** in Eng. **pot** [pɒt], ([pɔt], according to Jones' system)
[:] indicates that the vowel (diphthong) is long.

II. NASALIZED VOWELS

[ɑ̃] as the **a** in Fr. **tant, aan** in Afr. **aangaande**
[ɑ̃ :] as the **a** in Fr. **tante, an** in Afr. **dans**
[ɛ̃] as the **ei** in Fr. **plein, en** in Afr. **sensuur**
[ɛ̃ :] as the **ai** in Fr. **sainte, en** in Afr. **mens**
[ə̃] as the **in** in Afr. **inwendig**
[ə̃ :] as the **in** in Afr. **ingeval**
[ɔ̃] as the **o** in Fr. **tomber,** Afr. **on** as in **onseker**
[ɔ̃ :] as the **o** in Fr. **ronde,** Afr. **dons**

III. DIPHTHONGS

[ɑi] as the **ai** in Afr. **aitsa**
[ɑi :] as the **aai** in Afr. **maai**
[ai] as the **i** in Eng. **might** [maɪt]
[eu :] as the **eeu** in Afr. **leeu**
[iu :] as the **e** in Eng. **new,** Afr. **nieu-**
[eɪ] as the **a** in Eng. **make** [meɪk]
[əi] as the **y, ei** in Afr. **ryk, reik**
[oi :] as the **ooi** in Afr. **rooi**
[ou] as the **ou** in Afr. **koud**
[oʊ] as the **o** in Eng. **cold** [koʊld]
[œy] as the **ui** in Afr. **huis**
[ɔi] as the **oy** in Eng. **boy**
[ɔi :] as the **ôi** in Afr. **nôi**
[ui] as the **oei** in Afr. **boei**

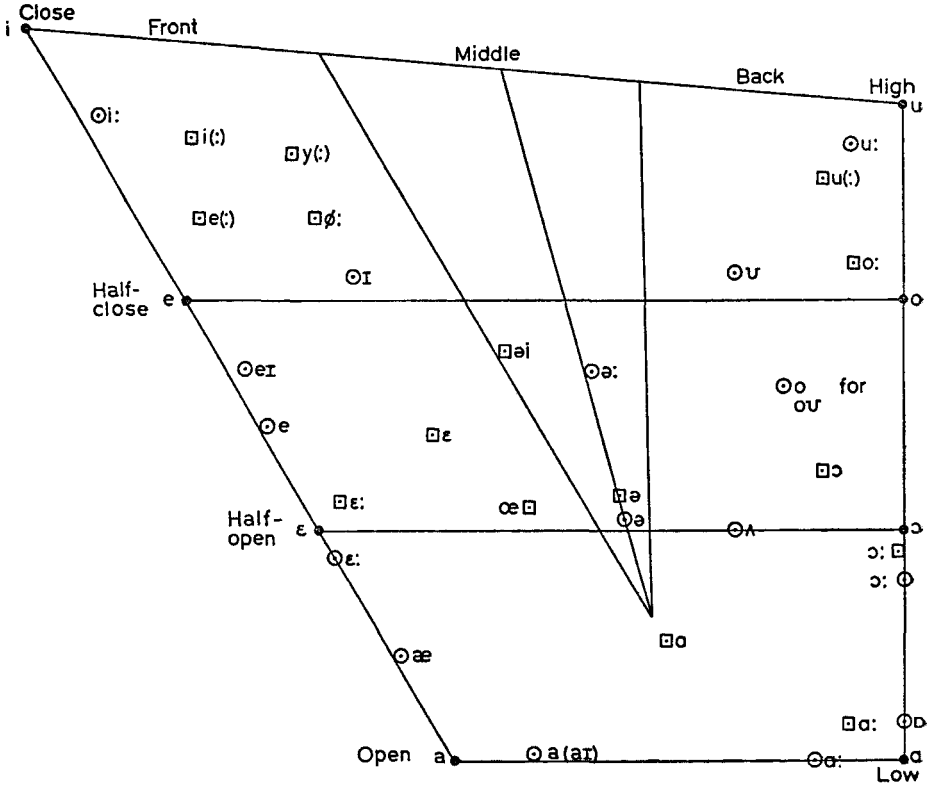
IV. CONSONANTS

[b] as the **b** in Eng. **buck,** Afr. **bok**
[c] as the **dj, tj** in Afr. **baadjie, vaatjie**
[d] as the **d** in Eng. **day,** Afr. **dag**
[f] as the **f** in Eng. **father,** Afr. **fier**
v in Afr. **vier**
[g] as the **g** in Eng. **go**
g, gh in Afr. **berge, ghoen**
[ɦ] (voiced) as the **h** in Afr. **hand**
[h] (unvoiced) as the **h** in Eng. **hand**

[j] as the **j** in Afr. **jaar**
[k] as the **c** in Eng. **cut**
k in Afr. **kat**
[l] as the **l** in Eng. **long,** Afr. **lank**
[m] as the **m** in Eng. **mother,** Afr. **moeder**
[n] as the **n** in Eng. **nest,** Afr. **nes**
[ɲ] as the **gn** in Fr. **agneau**
n in Afr. **kantjie**
[ŋ] as the **ng** in Eng. **long,** Afr. **lang**
[p] as the **p** in Eng. **point,** Afr. **punt**
[ɾ] as the **r** in Eng. **red**
[r] as the **r** in Afr. **rooi**
[s] as the **s** in Eng. **sing,** Afr. **sing**
[ʃ] as the **sh** in Eng. **shilling**
sj in Afr. **sjieling**
[ʒ] as the **g** in Fr. **genre**
[t] as the **t** in Eng. **town,** Afr. **tuin**
[tʃ] as the **ch** in Eng. **church**
tj in Afr. **tjek**
[dʒ] as the **j** in Eng. **joy**
[v] as the **v** in Eng. **vast**
w in Afr. **wind**
[ʋ] as the **w** in Eng. **wind,** Afr. **kweper**
[ⱱ] as the **v** in Dutch **vader**
[x] as the **g** in Afr. **goud**
ch in Scotch **loch**
[ɣ] as the **g** in Dutch **dagen**
[z] as the **z** in Eng. **zero,** Afr. **Zoeloe**
[ð] as the **th** in Eng. **there**
[θ] as the **th** in Eng. **think**
[w] as the **w** in Eng. **wel**
[ʔ] as glottal explosive indicates a pause before a vowel,
[l̩, m̩, n̩, r̩] indicate syllabic consonants as in English **apple, chasm, mutton, meagre** [æpl̩, kæzm̩, mʌtn̩, miːgr̩]

Note: Although I have illustrated the Afrikaans sounds by examples from other languages, you must bear in mind that I have done so merely to assist you in obtaining an approximate correct value of the various sounds, as similarity between the sounds of different languages can be approximate only.

VOWEL-CHART



- • indicates cardinal vowels
- ⊙ indicates English vowels
- ⊡ indicates Afrikaans vowels

TABLE OF CONSONANTS

Manner of formation ↓ / Place of formation →	Bilabials	Dentals	Labio-Dentals	Alveolars	Prepalatals	Palatals	Velars	Uvular	Glottal
Explosives	p — b			t — d		c	k — g		
Affricates				ts	tʃ — dʒ				
Fricatives	*v*	*θ*	f — v	s — z	*ʃ*	ç	x		
Rolled				r				R	
Lateral				l					
Nasals	m			n		ɲ	ŋ		
Semi-vowels	w					j			ɦ

THE GENEALOGY OF AFRIKAANS

1 Language, in order to function as such, requires an individual who speaks and an individual who understands ; in other words, language is both individual and social. If the individual's speech should display major divergencies so that full comprehension by the community becomes impossible, such speech will no longer serve as a means of communal intercourse. A comprehensible language forms the binding factor in every community. Similarly, different communities or nations can only understand each other if they have a common language to serve as intercommunal medium. The greater the differences between the languages of different communities or countries, the less possibility there is of mutual understanding. Some language groups reveal greater differences than others, e.g. greater affinity is found among the Germanic languages than between the Germanic and Romance groups.

2 Linguistic study also embraces investigation into the affinity among or differences between various languages. If two languages display phonetic, semantic, syntactic and formal similarities such two languages are regarded as cognate. Such affinity will never be absolute as there will always be minor or major divergencies. This will be noticed immediately if Afrikaans is compared with Dutch, Dutch with German, or German with Danish ; and when Afrikaans is contrasted with English even greater differences will be observed. In other words, two languages can be classified as cognate if their affinity is based on original identity, i.e. if by means of their similarities it can obviously be concluded that they have evolved from the same parent-language.

On this affinity is based the linguistic classification of the world's languages into five main groups, of which the **Aryan** group is regarded (by the Germanic groups at any rate) as the most important. It again comprises four groups of which **Indo-Germanic** (Indo-European) is of most importance to us. Indo-Germanic consists of an eastern branch, e.g. Indian, Iranian, Armenian, Albanian, etc., and a western group, e.g. Germanic, Greek, Celtic, etc.

Indo-Germanic (Indo-European) is a collective noun indicating the different languages which originated from a common parent-language. Of the latter nothing has been handed down to us ; our knowledge of it depends entirely on hypothetical reconstruction derived from a comparison of the various Indo-Germanic languages. By such comparison this hypothetical parent-language is the terminal point up to which we may conduct our research, but it also forms the starting-point from which linguistic facts and developments can be traced.

3 Unity of language also supposes unity of race, i.e. we assume that Indo-European was spoken by the Indo-Europeans, but the question as to their mother-country has not yet been satisfactorily clarified. Of all the theories in this connection the most feasible seems to be the supposition that the

parent-race spread from the Caucasus in an easterly and a westerly direction. All that is fairly certain is that the Indo-Europeans were no nomads, that they had permanent dwelling-places and that they practised animal-husbandry and agriculture, though, of course, of an extremely primitive kind.

The term **linguistic unity** must not be interpreted as absolute uniformity, for that never exists in any language. Indo-Germanic undoubtedly displayed dialectal peculiarities just as any modern language; without this no further evolution of subsequent languages would have been possible.

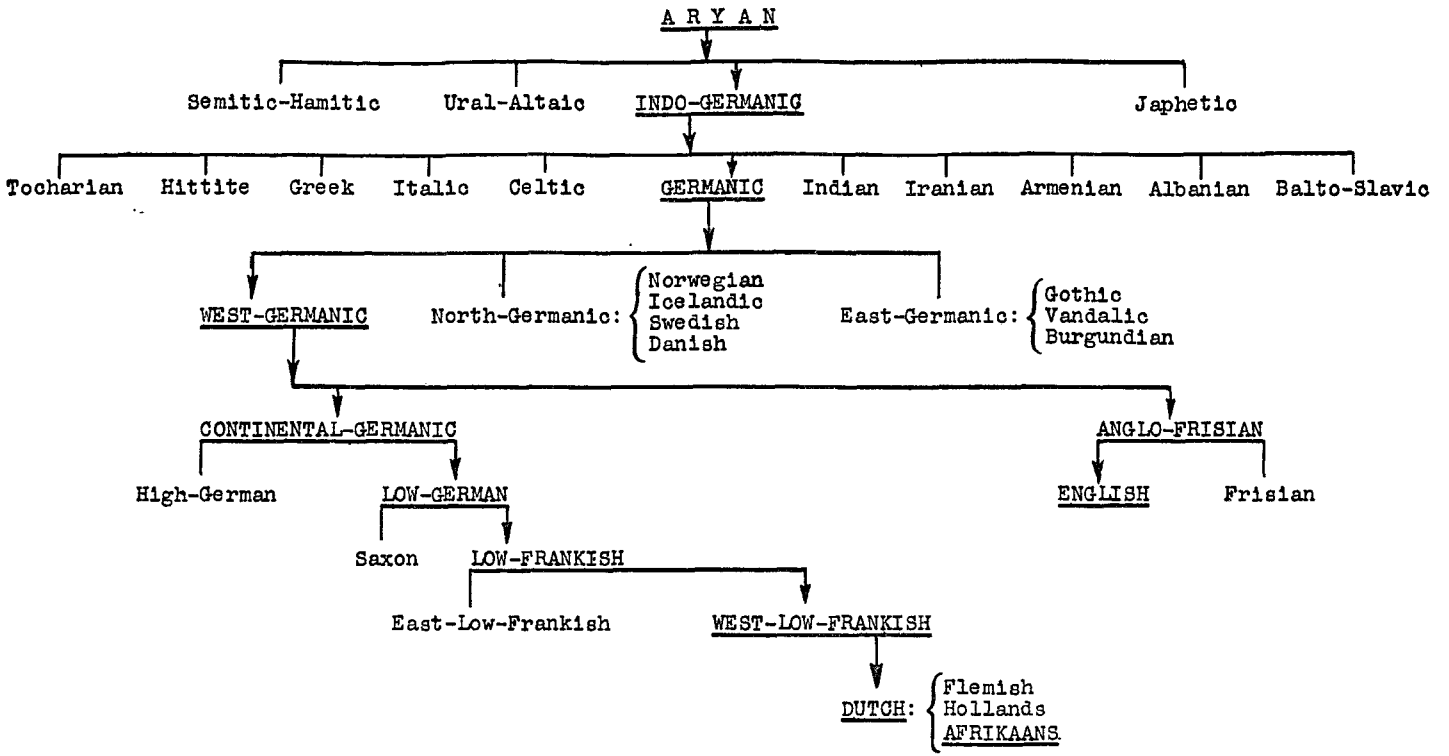
Some of the Indo-Germanic sister-languages display closer affinity with one another than with others, probably because they retained closer contact for a longer period than others, the users of which dispersed at an earlier stage. This dispersion could have been effected by various factors: over-population, topographical features (i.e. mountain ranges, morasses, deserts, etc.), and contact with non-Indo-Europeans would naturally have accelerated such dispersion. From that stage when the dispersing groups no longer felt and maintained the original linguistic unity, the dialects (which in the meantime had already been in genesis) in their turn developed and expanded as independent languages, and these again at a later stage experienced the same process, e.g. the Indo-Germanic language Italic which later split into Italian and other Romanic languages.

These dialects which evolved from Indo-Germanic gradually expanded over the whole of Europe and the western part of Asia. They also displayed similarities and differences which in every dialect developed on parallel lines, and which can be clearly distinguished in the later independent languages: all new phenomena which came into existence gradually developed in the same direction. In every subsequent language the tendency to indicate the same function in the same way can be noted, e.g. all languages, however great their differences, tend in the same direction of deflection, and fixation of a specific word-order in the sentence. This can only be explained as the expansion of an original tendency, i.e. there must have been a common parent-language which already embodied this potentiality.

4 One of these daughter-languages was **Germanic,** and about the Teutons (speakers of primitive Germanic) we have more certainty. Their earliest dwelling-place was northern Europe: the greatest part of the present Sweden, Norway, the Danish archipelago and a strip along the North-German coast between the Weser and the Weichsel—an area which had been inhabited by the Teutons since ± 3000 B. C. This vigorous race expanded through the ages in various directions, first along the Baltic coast, penetrating Finland, and afterwards in a gigantic southerly movement over the whole of Central Europe. Here they were continually arrested in their movement by the Celts who inhabited great parts of Europe. From the 4th century B.C. the Celts, however, were forced back step by step by the oncoming Teutons. Instead of continuing their original fan-shaped expansion over the whole of Europe, the Teutons by that time exhibited a tendency to move westwards, especially as a result of the onslaughts of the Slav races from the east, resulting in the loss by the Teutons between the 4th and the 8th century of approximately half their conquered territory in Central and Eastern Europe.

The Teutons formed a linguistic unity in the present-day sense: with

THE GENEALOGY OF AFRIKAANS



dialectal divergencies from the mother-tongue. The still existing Germanic languages are : **Afrikaans, English, Dutch, German, Frisian, Danish, Swedish, Norwegian** and **Icelandic** ; in other words, these, together with the extinct Germanic languages (e.g. Gothic), can be traced to a common parent-language **Primitive Germanic**, which is ranked with Celtic, Greek, Italic, etc.—all Indo-Germanic languages. Primitive Germanic, therefore, was the language spoken in the period preceding the independent development of the separate Germanic languages. Of this parent-language not a single text has been handed down, and knowledge of its phonology, morphology and syntax can only be inferred from a comparative study of the Germanic languages. On the other hand this language exhibits specific similarities with Celtic and Latin. Primitive Germanic, like Indo-Germanic, is therefore a hypothetical reconstruction of which much still depends on conjecture. At the commencement of a written tradition Primitive Germanic must already have been dissolved into the different daughter-languages, the speakers of which must already have inhabited the territories they still occupy to-day.

The dissolution of Primitive Germanic into **North-**(Danish, Swedish, Norwegian and Icelandic), **East-**(Gothic, Vandalic, etc.) and **West-Germanic** (Anglo-Frisian and Continental Germanic) began about 400 B.C. Presumably the North- and East-Teutons at that time still formed a unity, while West-Germanic gradually expanded and in its turn branched off into separate languages.

5 About the year 450, Angles, Saxons, Jutes and Frisians left the European coast to start the colonization of England. This is known as the Old-English period, and extends from 450 to the 7th century. These Germanic races did not form a unity with a homogeneous language : actually their languages may be divided into two groups as indicated by the term "Anglo-Saxon". The Scandinavian invasion in the 8th century had very little discernible linguistic effect. The Middle-English period stretches from the end of the 11th century up to the end of the 16th. The most important feature of this period is the invasion by William of Normandy, which simultaneously marked the commencement of French influence on Old-English. About 1500 the New-English period starts, marked by the rise of the London dialect as Standard English (King's English) as well as by the development of the analytic (deflective) character of English.

6 In the meantime Continental Germanic dissolved into High-German and Low-German. From the latter evolved two branches : Low-German proper and Low-Frankish, which again developed into an eastern and a western branch, and from the latter came **Dutch,** which sometimes is employed as a collective noun for the subsequent cognate languages **Hollands, Flemish** and **Afrikaans.**

7 At a relatively early stage the present-day **Netherlands** (English : **Low Countries** ; French : **les Pays-Bas**) was already known by that term, not to indicate a political unity, but more in the sense of a general, vague appellation.

In the Middle-Ages (1200—1540) Dutch was known as **Diets** or **Duuts** (derived from **Diet** = people), i.e. language of the people. The same meaning is embodied in the English denomination **Dutch** or **High Dutch.** The name

"Nederlands" is met in 1518 for the first time, and especially during the 17th century this term was employed to designate the written language of these areas, viz. the Netherlands. This linguistic area to-day embraces the Netherlands, Flanders and a small part of France, viz. French-Flanders which borders on West-Flanders. These boundaries have remained more or less unchanged since the Middle-Ages. To-day the tendency seems to be to employ the term "Hollands" to indicate the written language of the northern Netherlands (probably because the province Holland contributed the major part in establishing Standard Dutch), and Flemish for the southern Netherlands, i.e. Flanders. Therefore it seems customary to regard Dutch as a collective denomination for Hollands, Flemish and Afrikaans.

At the beginning of our era the present-day Netherlands was inhabited by the Gauls in the south and three Germanic races in the north, viz, **Franks, Saxons** and **Frisians,** of whom the Franks were the most powerful. Soon they found the territory allotted to them by Julianus in 358 too small, and consequently they expanded eastwards at the cost of the Batavians. In the south their progress was arrested by the Romans, but after the Romans' withdrawal they penetrated the Gaulish territory where they were assimilated into the stronger Gallo-Roman culture. Eventually the virile Franks were more or less enclosed by the Frisians in the north, the Saxons in the northeast, and the Gauls in the south-east ; in other words, they ultimately settled down in the territory which still approximately forms the present-day Netherlands. From this it should be evident that **Frankish** formed the parent-language from which evolved Dutch, in particular from **West-Low-Frankish.**

Though Dutch is in substance West-Low-Frankish, it was also influenced by Latin and French from an early date as a result of closer contact with these countries and their cultures. This explains the vast number of French and Latin words still in existence in Afrikaans (inherited from 17th century Dutch).

Although we have historical evidence of the existence of **Old-Dutch** (West-Low-Frankish), not a single text (bar one line) has been handed down to us. In East-Low-Frankish, however, a few texts have been preserved and from these we derive a fairly clear picture of what Old-Dutch must have been.

8 The period for the language known as **Mediaeval-Dutch** extends from 1100 to the end of the 15th century ; this was the language spoken by the Hollanders (North and South Netherlanders). The oldest Dutch writings date from the last quarter of the 12th century, e.g. the **Sint Servaeslegende** by Hendrik van Veldeke (1170).

As in later stages, the literature of Mediaeval-Dutch displays characteristics which diverge from the spoken language (colloquial language), as is found in any country. But even the written language itself displayed no uniformity : nuances can be noticed in the different styles, in different times and areas, and also as a result of foreign influences.

Education and the art of printing everywhere formed the main factors in enriching language and promoting linguistic unity ; Dutch was no exception. Also in the Netherlands early education was restricted to monastic schools, and Latin was the medium of instruction, but together with the rise of the major centres city schools began providing facilities for the

layman as well; consequently the colloquial language became more and more the medium for translation, instruction and the dissemination of knowledge — the art of printing thus contributed greatly to paving the way for an eventual **Standard Dutch** language, which culminated in the translation of the Bible into Standard Dutch (known as the **Statenvertaling**) between 1625 and 1637. This great feat, however, does not imply that all Dutch dialects were automatically replaced by Standard Dutch — such a miraculous change never takes place: even in England to-day you have your King's English as Standard English, but alongside of it most country people still retain and speak their specific dialects as well.

9 In 1652 Jan Van Riebeeck landed at the Cape together with about 100 compatriots drawn not only from the major centres of the Netherlands, but mainly from its rural areas. We can assume, therefore, that these first colonists were not bearers of the newly formed Standard Dutch, but rather speakers of colloquial Dutch. These early colonists, as well as later arrivals, did not all use the same colloquial language, i.e. the same dialects, as they were drawn from different provinces each with its own dialect. These dialects, according to many linguists, merged and gave birth to a new language, Afrikaans. Hardly any linguist of note today would subscribe to this hotch-potch theory, according to which a whole variety of dialects were mixed together to produce miraculously a vigorous new language, in the same way as a number of different ingredients produce a tasty cake!

Afrikaans differs from Dutch mainly in respect of its analytic character. In vocabulary, morphology and syntax the affinity is so close that many earlier linguists refused to recognize it as an independent language, and preferred to regard it as a dialect of Dutch. Nobody of note any longer advocates the latter view. Afrikaans undoubtedly is an independent language in the sense that it expanded on its original heritage by acquiring (borrowing) new words from the races with which it came into contact in the new environment, i.e. from the aborigines, the Malayan slaves, Germans and French (though very little), and from English a fair amount since 1795 (the first British Occupation of the Cape), and in the northern provinces increasingly since the conquest of the old Republics in 1902. Then English was enforced as **the** language of state and school. It was regarded as a **sine qua non** in society (very similar to the English attitude towards French after the Norman Conquest in 1066!), and economically it became essential for the Afrikaner to acquire English if he wanted to secure a position in the public service. Thus it should be quite clear that English was bound to exert an influence on the young developing language Afrikaans, and even if matters should one day be reversed the traces of English will always be distinguishable in many features of the Afrikaans language.

The linguistic point of view generally adopted today is that Van Riebeeck and his subordinates were not only speakers of the Dutch colloquial dialects, but that they also became, although unconsciously, exponents of the trends of these dialects, especially the tendencies towards deflection, substitution of the weak verb for the strong, levelling of all unnecessary linguistic ballast and discarding of linguistic encumbrances. No foreign language as such was responsible for this tremendous change of the old colloquial dialects and for their ultimate fusion into a new language; what was in progress

in the old mother-country was simply carried out to the full in the new country with its new environment, requirements and topographical conditions. The same might have happened in the Netherlands if this process of "deterioration" had not been arrested by the deliberate establishment of a Standard language, which was furthered by the schools.

In South Africa the natural progress along the trends indicated above could not be halted as there were no schools at the beginning. By the time these were established the new language was already an accomplished fact. This development must have been accomplished within the first score of years after the Half-way House at the Cape had been founded. If the commanders at the Fort and the early colonists did not bring about this change, i.e. at an early stage, how otherwise must one account for the remarkable uniformity of Afrikaans as it is encountered over so vast an area ? Afrikaans as a language must have been a fact before expansion from the Fort as centre took place : the Fort, its inhabitants, the colonists in its immediate environment, formed the nucleus from which the new language emanated. Although High-Dutch remained the official language (school, church and state) for another two centuries, the spoken language existed, perhaps unnoticed at the beginning, alongside it for some time, until its users became aware that there was an increasingly wide gulf between the colloquial tongue "Afrikaans" and the already "foreign" High-Dutch, in the same way as Anglo-Saxon might have been employed as the written language even long after the inhabitants of the British Isles already were speaking Middle-English, the transitional stage to Modern English.

From the above it is clear that Afrikaans did not originate from present-day Dutch, but from the colloquial Dutch of the 17th century, so that Afrikaans and Dutch must be regarded as sister-languages. Afrikaans has retained its Germanic character to a far greater extent than English, which was changed tremendously under French influence, but even so retained so much of its Germanic heritage that anyone can easily detect the remarkable affinity between Afrikaans and English. It is on account of being cognate languages that these two display great similarities in vocabulary, phonology, morphology and even syntax. This, to some extent, should facilitate the acquisition of Afrikaans, but on the other hand it also impedes the learning of it as many new trends have developed in the two languages : what seem to be similarities to the casual observer, actually are deep-rooted divergencies to the scholar. These obstacles are, however, not insurmountable, and in the following pages I shall endeavour to point out to you the similarities and the differences so as to facilitate the learning of Afrikaans.

THE AFRIKAANS SOUND-SYSTEM

10 The cognate character of the two languages, Afrikaans and English, as pointed out in the preceding paragraphs, often gives rise to a most common fallacy (which seems to prevail amongst the uninformed) to the effect that the sounds of the one language correspond to those of the other. It is true that in some cases an accidental correspondence between particular sounds may be ascertained, but mostly it is only an approximate similarity between sounds which to the untrained ear appear to be absolutely alike. Such an erroneous conception can sometimes be eradicated only when the approach to the foreign language is made scientifically, because only then

one seems to realise that similarity is approximate only and never absolute ; for pronunciation is inseparably connected with the articulation basis of every language, and that necessarily differs from one to another language. A language consists of sounds, not characters. Characters, the so-called conventional alphabet, are merely a series of very inadequate signs for recording the actual sounds, in the same way as a portrait is only an approximate representation of the real human being. Thus we employ **a** in writing both Afrikaans **kat** and English **cat**, but there is a great difference between the intrinsic acoustic qualities of the Afrikaans [ɑ] sound and the English [æ].

To the English-speaking student Afrikaans is a foreign language which he acquires only after his own language-patterns have been formed and well established, so that it will not be an easy task to form new language habits, especially where in this case the Afrikaans orthographical signs are absolutely identical to those of English, but differ greatly in acoustic qualities. For his own sounds the Englishman has acquired the correct values from childhood ; they are deeply rooted and form an integral part of his speech, with the result that his initial approach to Afrikaans will be a pronunciation based on the acoustic qualities of his vernacular, i.e. he will speak Afrikaans with an "accent", until such time as he has acquired new habits in conformity with the new language — and this is not obtained miraculously, or in one day. It requires continuous practice and repetition before the mastery will be fair or, at the most, tending to perfection.

11 The difference between any two sound-systems is embodied in the difference in articulation, i.e. the specific position of the organs of speech required to pronounce specific sounds. These specific positions of the vocal organs are different for each language, i.e. every language has a different articulation basis characteristic of that language only. And it is this articulation basis which accounts for the marked difference between any two languages ; such difference in articulation basis may be smaller or larger, but the acoustic value never corresponds entirely in every respect. So, for instance, the Afrikaans articulation basis is characterized by slack muscular tension in contrast to French ; i.e. Afrikaans vowels tend towards the neutral position, thus towards the position of rest and away from the cardinal sounds, whereas French vowels exhibit a more tense nature, and are formed nearer the cardinal positions.

12 The sounds (succession of sounds in connected speech) produced by the vocal organs constitute human speech. In every language it is customary to classify these sounds into vowels (**a, e, i, o, u,** etc.) and consonants (**b, d, f, g, k,** etc.). In speech we employ many more sounds than we can represent by means of our conventional orthographical signs. To surmount this inadequacy an international system of signs has been developed in which every separate sign represents a separate sound. This is known as the **International Phonetic System** ; it is based on articulation and therefore remains the only scientific basis for the classification and discussion of speech sounds. Therefore it is essential to be thoroughly acquainted with the phonetic characters, for without this knowledge you will find it very difficult to learn a foreign language. It, however, does not fall within the scope of this work to furnish a detailed description of the English and Afrikaans sounds ; this must be obtained from D. Jones : **An Outline of**

English Phonetics (Heffer and Sons, Ltd., Cambridge, 1947), a very complete work which must be mastered thoroughly before you attempt the following exposition of the main differences between English and Afrikaans sounds. Once you can read and understand Afrikaans properly, it will be advisable to study Le Roux and Pienaar : **Afrikaanse Fonetiek** (Juta & Co., Cape Town) for a more detailed discussion of Afrikaans phonetics ; but this should come at a later stage when you feel competent to tackle the finer points in connection with Afrikaans pronunciation.

13 Vowels are classified mainly in accordance with the extreme positions adopted by the tongue within the mouth cavity. When it is raised as far forward as possible and as high as possible the [i] sound is formed, as in **heed** [hi:d] ; when it is as low as possible and retracted as far as possible the [a] sound, as in **father** [fa:ðə] is formed ; etc. The four sounds formed with the tongue in the most extreme positions of high forward [i], low forward [a], low back [a], high back [u], are known as cardinal vowels 1, 4, 5, 8. These four positions can be taken as the four angles of a quadrangle. If the **i-a**-line is divided into 3 equal parts, the relative positions for the intermediate front vowels [e :], as in Afrikaans **been, meet** [be:n, me:t], and [ɛ] as in English **there** [ðɛ:ə], can be fixed. Similarly the intermediate back vowels [o :] (cf. Afrikaans **roos** [ro:s]) and [ɔ] (cf. English **lord** [lɔ:d]) can be fixed on the **u-a**-line. These 8 vowels are known as the **cardinal vowels,** and the vowels for any specific language can be indicated within these cardinal points, i.e. in their relative position to the cardinal vowels (see vowel-chart, and for a more detailed exposition refer to Jones : **Outline**).

14 To acquire the Afrikaans sound-patterns it is essential that you should learn to recognize at once, clearly and distinctly, the various speech-sounds occurring in Afrikaans, and to remember and discriminate their acoustic qualities in comparison with those of English. This entails cultivation not only of your auditory memory, but also of your organs of speech in order to make the foreign sounds. This is a matter of gymnastics of the vocal organs, and for this purpose I provide sufficient key-words. These must be pronounced repeatedly until you feel quite confident that you can discriminate between these sounds and the English equivalents.

In the second place you must endeavour to use these sounds in connected speech, i.e. as they appear in words which form sense. For this reason I have given the English meanings in brackets. At the same time you must listen to speakers of Afrikaans so as to acquire the correct sound-attributes, i.e. length, stress and voice-pitch. I have expounded on this as far as is possible by means of written instructions, but there are cases where pronunciation can only be acquired orally. To meet this difficulty I have tried to supplement the written exposition by means of gramophone records [1].

From the preceding remarks it follows that the starting-point for acquiring the Afrikaans vowels and their acoustic qualities is a thorough knowledge of your own (i.e. English) vowel-sounds. Without this pre-knowledge a scientific approach to a foreign sound-system is almost impossible. In the following paragraphs I shall give an exposition of the Afrikaans vowel-system, mainly by comparing it with the English sounds. While studying this, you must have the vowel-chart at hand for continual reference.

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[1] See **Acknowledgments.**

15 The Afrikaans [i]-phoneme consists of a long and a short member, both of which partly correspond to the long [i :] vowel of the English [i]-phoneme. The position of the tongue and lips is practically identical for the two languages, but less "close" in Afrikaans. The English [i] is slightly higher and more cardinal in acoustic quality. This becomes quite clear by comparing the pronunciation of English **bead, meat, grief, brief, seen, deep** [bi : d, mi : t, gri : f, bri : f, si : n, di : p] with Afrikaans **bied, mied, grief, sien, diep** [bit, mit, xrif, sin, dip]. Furthermore, the Afrikaans [i] in these words is short, in contrast to the long [i :] in English.

(i) Afrikaans long [i :], written **ie,** appears in words before **r : bier, mier, hier, gier, nier** [bi : r, mi : r, fii : r, xi : r, ni : r] ; and in words where an intervocalic [x] or [g] has been elided : **spieël, vlieë, bedrieër** [spi : əl, fli : ə, bədri : ər]. (The Englishman should in particular take care to pronounce the ultimate **r** ; it is not "dropped" as in English.)

The starting-point for making the Afrikaans vowel must be your own English [i :] sound. Prepare your vocal organs for this sound, but then lower the centre of the "front" part of your tongue slightly and pronounce the [i :]. First practise the long [i :] and then shorten the duration, which should result in the pronunciation of the short member. Be careful, however, not to lower your tongue too much, otherwise it may result in the reproduction of the English short [ɪ] as in **fit, rich, king, symbol** [fɪt, rɪt/, kɪŋ, sɪmbl], a mistake common to all English people learning Afrikaans.

Practise the pronunciation of the following key-words :

> [i :] : bier (beer), dier (animal), fier (proud), gier (whim), hier (here), klier (gland), lier (lyre), mier (ant), nier (kidney), pier (jetty, to diddle), tier (tiger), vier (four, to celebrate), wier (sea-weed) ; bieë (to bid), bieër (bidder), knieë (knees), vlieë (flies), vlieënier (pilot), vlieër (kite).

(ii) The short member [i] of the Afrikaans [i]-phoneme, written **ie** or **i,** differs from the long member in length only. Compare the following :

> [i] : bied (offer), bier (confess), dief (thief), diep (deep), kiel (keel), kiep (vocative form used for fowls), lied (hymn, song), lief (dear), lieg (to lie), mied (hay-stack), miet (mite), piep (pip, chirp), riem (thong), riet (reed), siek (sick, ill), siel (soul), sien (see), tien (ten), wieg (to rock, a cradle), wiel (wheel) ;
> administra**sie** (administration), ammuni**sie** (ammunition), di**ri**gent (conductor), duplika**sie** (duplication), fa**mi**lie (family), noti**sie** (notice), polisie (police), publika**sie** (publication), sen**ti**ment (sentiment), subsidie (subsidy).

In the preceding words you should concentrate on the correct pronunciation of the Afrikaans [i(:)] sound, represented by **ie** or **i** (**i** is written in "learned" words only). Bear in mind that the **r** is always pronounced in Afrikaans, whether ultimate, medial or initial. See that you master this [i] sound thoroughly before proceeding with the following.

16 The Afrikaans vowel [y(:)], written **u** in open syllables and **uu** in closed syllables, can either be long or short. The long sound, as in the case with [i :], is found before an **r.**

English-speaking people have great difficulty in pronouncing this vowel, as there is no equivalent in English. Yet no difficulty will be encountered if you base the pronunciation of this vowel on that of [i], as the organs of speech are almost in the same position in forming the [y]. In pronouncing the following words you should commence as if the vowel were [i], then round your lips, and automatically the sound will be changed to [y] as the tongue moves slightly lower and further back than for [i].

(i) [y :] : buurman (neighbour), duur (expensive), figuur (figure), gedurende (during), guur (bleak, inclement), huur (to hire, rent), kuur (cure), muur (wall), natuurlik (naturally), puur (pure), suur (sour), stuur (steer), tuur (stare, gaze), vuur (fire).
(ii) [y] : deputasie (deputation), minuut (minute), naturel (native), nuus (news), nuut (new).

The most common mistake made by Englishmen in this connection is replacing the Afrikaans [y] by the English [u] (as in **news, pure, during** [nju:s, pju:, dju:rɪŋ]), which is a high close **back** vowel in contrast to the Afrikaans high **front** vowel (cf. the vowel-chart).

The following pairs of words should be of great assistance in accentuating the difference between the two sounds [y] and [i] :

bier—buur, dier—duur, gier—guur, hier—huur, mier—muur, nies—nuus, pier—puur, skier—skuur, tier—tuur, verniet—benuut, versier—versuur, vier—vuur.

17 The Afrikaans [e]-phoneme also consists of a long and a short member. This vowel is another one not found in Standard English. It is written **e** in open and **ee** in closed syllables, although the latter also appears in open syllables ; cf. (i).

On account of the spelling **ee**, which coincides with English words with **ee**, it is only natural that Englishmen should pronounce this sound as in English **heed, seed, deed,** i.e. with [i:]. As can be deduced from the vowel-chart the Afrikaans [e] is higher and more close than cardinal [e], which often results in colloquial [i], especially in the South-western Cape. The difference between [i] and [e] can be obtained by lowering the tongue slightly more when pronouncing [e] and also by spreading the lips in a more neutral position, i.e. less tense.

(i) [e :] : beef (tremble), been (leg, bone), bleek (pale), eet (eat), geel (yellow), gees (ghost, spirit), heel (whole), hees (hoarse), kees (monkey), kreef (crawfish), leef (live), leek (layman), leen (borrow, lend), lees (read), meen (mean), meer (more, lake), mees (most), meet (measure), reep (strip), seep (soap), seer (sore), skeen (shin), skeel (squint-eyed), steek (prick, stab), steel (steal, handle), steen (stone, brick), streef (strive), streep (line, stripe), sweep (whip), sweet (perspire, perspiration), teer (tender, tar), veel (much), veer (feather, spring), verneem (inquire), vreemd (strange), vrees (to fear), vreet (gorge, guzzle), wreek (avenge) ;
fee—feë (fairy), see—seë (sea), tree—treë (pace), twee—tweë (two), weë (ways, roads).

(ii) [e] in Afrikaans is found in foreign loan-words :

deputasie (deputation), melaats (leprous), melodie (melody), predikant (minister, parson).

In the latter forms the acoustic quality of [e] remains the Afrikaans [e:], only short, and it should not be replaced by the English [e] as in **bed, melody, deputation.**

If you have mastered this sound thoroughly, you should find no difficulty with the following one.

18 The Afrikaans [ø:], written **eu**, is always pronounced long. It is formed more or less in the same position as [e], but with the lips rounded. Proceed as in the case with [i] and [y], i.e. pronounce the word with [e] and then round your lips. Read the following words aloud:

beur (strain at, toil), beurt (turn), deur (door, through), geur (smell, odour), keur (select), keuse (choice), leun (to lean), leuse (motto), meule (mill), neul (nag), reun (dog), reus (giant), seun (son, boy), skeur (tear), steun (groan), steur (disturb), treur (mourn).

Practise the following pairs of words and pay particular attention to the difference in acoustic quality:

kees—keuse, leen—leun, lees—leuse, meel—meule, reën—reun, seen—seun, Sjinees—neus, steen—steun.

Also pronounce the following groups of words and pay careful attention to the correct values of the different vowels:

beer—beur—buur, gewer—geur—guur, keer—keur—kuur, leek—
—leuk—luuks, seer—seur—suur, skeer—skeur—skuur.

Note the following words with an [ə] sound, as in English **over** [oʊvə], after the [ø:]:

beuel (bugle), leuen (a lie), stiebeuel (stirrup) in contrast to: leun (to lean), beul (executioner).

19 The Afrikaans [ɛ]-phoneme consists of two members: a long and a short form. Acoustically these sounds should present no difficulty to the Englishman.

(i) The long member [ɛ:] coincides fairly well with the English [ɛ:] as in **there, their** [ðɛ:ə]. This is found in Afrikaans where it is written with a circumflex:

blêr (bleat), elementêr (elementary), hê (to have), kêrel (chap, fellow), lê (lie down), lêer (file), populêr (popular), sê (say), sêer (sayer), skêr (pair of scissors), wêreld (world).

In some words where the vowel is followed by an **r** (also in combination with another consonant), the [ɛ:] is pronounced long:

kers (candle), kombers (blanket), perd (horse), pers (purple), stert (tail), tert (tart), ver (far), vlermuis (bat), werd (worth).

In the third place [ɛ:] is found in words where the vowel is followed by a nasal + **s**, in which case the nasal is elided with consequent nasalization of the vowel, almost as in French:

mens [mɛ̃:s] (person), pens [pɛ̃:s] (paunch, belly), trens [trɛ̃:s] (snaffle, loop), wens [vɛ̃:s] (wish).

(ii) [ɛ] is found in far more cases than [ɛ:]. This sound corresponds fairly closely to the English short sound as in **pen, head, bed, neck**; therefore you should have very little difficulty in pronouncing the following words, if simultaneously you raise the "middle" of the tongue and lower the "front" slightly, for Afrikaans [ɛ] is nearer to [ɛ:] than to English [e] and closer to the neutral position:

bed (bed), bek (beak, snout), dek (cover, deck), gek (a fool, mad), hef (handle of a knife), heg (hedge), hen (hen), ken (chin, know), lek (lick), les (lesson, quench), mes (knife), nek (neck), nes (nest, just like), net (net), pen (pen), reg (right), rek (stretch), rep (mention), res (rest), ses (six), sleg (bad), trek (pull), vel (skin), ver (far), vet (fat), weg (away, road), wek (awaken), wel (well), wen (win), wes (west), wet (law).

In words where [ɛ] is followed by **r** + **f** or **k** or **p**, the vowel is pronounced short:

herfs (autumn), kerf (carve), nerf (grain of leather, skin), sterf (to die), swerf (roam), verwerf (gain, achieve, obtain), sterk (strong), serp (scarf), skerp (sharp).

Also in the following:

ster (star), vers (verse) — but long in **vers** (heifer) —, kersie (cherry), kerm (groan), skerm (fence, parry), swerm (swarm).

In the last three examples the word is pronounced with a medial [ə] between **r** and **m** [kɛrəm, skɛrəm, svɛrəm] as if the words were written: ker**r**em, sker**r**em, swer**r**em.

Care should be taken not to replace the long or short form by English [æ] as in **bad, clad, sad,** etc. In Afrikaans there is no equivalent for this sound; therefore this sound must never be employed in Afrikaans.

20 There are two members for the Afrikaans [ɑ]-phoneme: the long [ɑ:] and the short [ɑ] form.

(i) The Afrikaans long [ɑ:], written **aa** in closed and **a** in open syllables, is formed, organically and acoustically, slightly higher than the English [a] as in **father** [fɑ:ðə], but they correspond fairly closely, so that you should not find any great difficulty in pronouncing the Afrikaans sound. Pronounce the English [ɑ], as in **father, calm, barn,** and raise the middle of the tongue slightly while practising the following:

afdraand (down-hill), blaar (blister, leaf), braak (fallow, vomit), daad (deed), daag (dare), daar (there), faam (fame), gaaf (good), gaan (go), gaar (cooked, done), graaf (spade), haak (hook), haal (fetch), haan (cock), haar (hair), haas (hare), kaal (naked), kaas (cheese), klaag (complain), kraag (collar), kraak (crack, burst), kwaal (ailment, complaint), laag (low, mean), maag (stomach), maak (make), maal (to grind; time), maar (but), naaf (hub), naak (naked), naam (name), naas (next to), opdraand (uphill), paal (pole), praat (talk, speak), raad (advice, board), raaf (raven), raak (to hit the mark), saad (seed), saak (case), saal (saddle, hall), saam (together), skaaf (plane), skaam (bashful, ashamed), skaap (sheep), skaars

(scarce, hardly), skraap (scrape), slaap (sleep), staaf (confirm, rod, attest), staak (strike), staal (steel), staan (stand), taal (language), vaag (vague), vaak (sleepy, often), vaal (grey, ashen), vaam (fathom), vaas (vase), vraag (question), vraat (glutton), waag (torisk), waak (watch), waan (delusion, imagine), waar (where), waas (haze), wraak (revenge).

Note the following spellings (although the **a** is followed by an [e] sound, the latter usually is not heard in Afrikaans, i.e. **ae** is pronounced as long [ɑ:]):

haatdraend (vindictive), hael (hail), knaend (gnawing, monotonous, ceaselessly), maer (meagre, thin), swael (sulphur).

(ii) The short member of the Afrikaans [ɑ]-phoneme presents most difficulty to the Englishman as there is no equivalent in English, except as the first element of the diphthong [aɪ], as in **might, kite, site, light** [maɪt, kaɪt, saɪt, laɪt), with the consequence that English-speaking people tend to pronounce the Afrikaans [ɑ] as this English [a]. The latter, however, is a low **front** open vowel, whereas the Afrikaans sound is intermediate between front and back, i.e. central and approaching the neutral position.

Others again are inclined to reproduce the Afrikaans sound as an equivalent to the English [ʌ] as in **cut, mutton, but, tunnel** [kʌt, mʌtn̲, bʌt, tʌnl̲], which again is a pure half-open sound tending towards a back position. This pronunciation too must be avoided.

I had fairly good results where students followed the following advice: start off with your own long [ɑ:] as in **father,** then shorten it to form the short member, and at the same time lower the "back" of the tongue and raise the "middle" slightly. Practise this with the following words:

bad (bath), bal (ball), blaf (bark), brak (doggy, mongrel), dag (day), dak (roof), dal (valley), dam (dam), dan (then), das (tie, rock-rabbit), dat (that), gal (gall), gehad (had), graf (grave), ham (ham), jas (over-coat), kaf (chaff), kan (can), kas (box), kat (cat), klad (blot), krag (strength), laf (insipid, flat, silly), lag (laugh), land (land), mal (mad), man (man), mas (mast), mat (mat), nag (night), nat (wet), saf, sag (soft), sak (pocket, bag), sal (shall, will), sand (sand), skrams (grazingly), stam (stem, tribe, trunk), swak (weak), tak (branch), val (fall), van (from, surname), vas (fast), verskaf (provide), vrag (freight, load), wal (embankment), was (was, wash).

Endeavour to distinguish between [ɑ] and [ɑ:] by practising the pronunciation of the following pairs of words:

bal—baal, ban—baan, bas—baas, dan—Daan, gas—gaas, kas—kaas, lak—laak, las—laas, lat—laat, mak—maak, mal—maal, man—maan, mat—maat, nar—naar, nat—naat, plas—plaas, rak—raak, rat—raat, ram—raam, sak—saak, sal—saal, tak—taak, vak—vaak, val—vaal, vas—vaas, was—waas. (Use your Afrikaans-English dictionary when the meaning of a word is not clear.)

21 The Afrikaans [ɔ]-phoneme consists of two members: the long [ɔ:] and the short [ɔ] form.

(i) The Afrikaans long vowel [ɔ:] is a half-open back vowel and practi-

cally coincides with the cardinal [ɔ]. Organically and acoustically there is a slight difference between this sound and the corresponding [ɔ] in English as in **lord** [lɔ:d], as the former is pronounced with the front part of the "back" of the tongue raised slightly more, and the lips are also rounded a little more. Otherwise the difference between the two sounds is slight, and English-speaking people should be able to pronounce the Afrikaans sound fairly correctly if they take the English sound as the starting-point.

This sound, written **o**, is sometimes found when [ɔ] is followed by an ultimate **r** : snor (moustache) ; or when **r** or **n** after [ɔ] combines with another consonant : bord (plate), bont (pied, spotted, motley), pond (pound), grond (ground, earth), mors (waste) ; or in cases where an intervocalic [g] or [x] has been elided : môre (morning, to-morrow), sôre (to mind, see), trôe (troughs) — note the circumflex in these cases — ; or when **n** is elided with consequent nasalization of the vowel : bons [bɔ̃:s] (bounce), dons [dɔ̃:s] (down, fluff), gons [xɔ̃:s] (buzz, hum). With these examples I have practically exhausted the cases in which we pronounce a long [ɔ:] in Afrikaans.

(ii) In contrast to [ɔ:] the short vowel [ɔ] dominates in Afrikaans. This sound presents some difficulty to the Englishman. Although the short [ɔ], usually transcribed [ɒ], is also found in English, as in **coffee, pot, ox, lot** [kɒfi:, pɒt, ɒks, lɒt], it differs greatly from Afrikaans as this is a low back vowel almost coinciding with cardinal [ɑ]. In this respect the English [ʌ] sound, as in **cut, blood, mutton** [kʌt, blʌd, mʌtn̩], is much more an approximate equivalent to the Afrikaans sound, and this should be your starting-point, i.e. prepare your vocal organs for the pronunciation of English [ʌ] and at the same time round your lips, which almost automatically results in the short [ɔ] of Afrikaans. Practise this with the following words :

> bod (offer), bol (ball of wool, convex), bos (bunch, forest), dof (dim), dol (insane), dom (stupid), dop (shell, husk, to fail an examination), fop (cheat), grof (rough), grot (cave), kon (could), kop (head), kos (cost, food), krot (hovel), lof (praise), lok (entice, curl), lol (bother, nag, pester), los (loose), mof (muff), mol (mole), mos (moss), nok (ridge of a house), non (nun), pot (pot), rok (dress), rot (rat, rotten, putrid), skof (shift, stage, hump), stof (dust), stok (stick), stom (mute), stop (fill, stop), tob (toil, worry), tol (top, toll), verbod (prohibition), vol (full), vos (fox, bay, sorrel), vrot (rotten), wol (wool), wrok (grudge).

Also in the following :

> bond (bond, league), hond (dog), lont (fuse), mond (mouth), nors (morose), kors (crust), vors (monarch), norm (norm, standard), platform (platform), storm (storm), vorm (form).

Note : in words with ultimate **rm** an unaccented [ə] is inserted as if the words were spelled : norrem, platforrem, storrem, vorrem.

Remember the short member of the [ɔ]-phoneme approximates to the long form in Afrikaans, but it differs greatly from the short member of the English [ɔ]-phoneme.

22 The Afrikaans [o]-phoneme also consists of two members : short [o], written **o**, and long [o:], written **oo** in closed and **o** in open syllables.

In English there is no equivalent except **o** as the first element of the diphthong as in **cold, mould, boat, stove, coal** [kov̯ld, mov̯ld, bov̯t, stov̯v, kov̯l], but this [o] is intermediate between half-close and half-open, whereas the Afrikaans vowel is intermediate between half-close and close, even more close than the [o] in French **beau, chose** [bo :, ʃo :s], almost corresponding to the English sound in **good, put** [gv̯d, pv̯t], but only organically, not acoustically. As many English-speaking students know French, the latter should be taken as your starting-point in pronouncing the following :

(i) [o :] : boom (tree), boon (bean), boord (orchard, board), boos (angry, vexed), boot (boat), brood (bread), doof (deaf), droom (dream), groot (big), hoog (high), hoor (hear), kloof (kloof, chasm, gulf), klooster (convent), kook (cook, boil), kool (cabbage, coal), Koos (proper name), loof (praise, foliage), loog (lye), loom (sleepy), loon (wages), nood (need, distress), noot (note), rook (smoke), roos (rose), sool (sole), soom (seam), soort (sort, kind), soos (as), skoor (tease, quarrel), skroom (hesitate, be shy, bashful), stoof (stove), stroom (stream), toom (bridle), toon (toe, tone), toorts (torch), troos (consolation), vermoor (to murder), voor (in front, trench), vroom (pious), woon (live) ;
boë (arches, bows), droë (dry), goël (conjure, juggle), hoë (high), hoër (higher), oë (eyes), vermoë (power, ability, riches).

(ii) The short member of this phoneme is rather scarce in Afrikaans. Organically it corresponds with [o :], differing in length only :

model (model), novelle (short novel), psigologie (psychology), sjokolade (chocolates).

Practise the difference in acoustic quality between Afrikaans [ɔ] and [o :] by pronouncing the following pairs of words :

bod—boodskap, bog—boog, bom—boom, bord—boord, bos—boos, bot—boot, dof—doof, dol—dool, grot—groot, kok—kook, kol—kool, kop—koop, kos—Koos, lof—loof, mot—moot, pot—poot, rok—rook, skot—skoot, slot—sloot, som—soom, stok—stook, stom—stoom, Tom—toom, ton—toon, tor—toor, tros—troos, vos—voos.

23 The Afrikaans [u]-phoneme consists of two members : the short [u] and the long [u :] vowels, both formed at the same place with the same acoustic qualities, only differing in length.

English-speaking people should find it fairly easy to pronounce this vowel as it corresponds to a great extent with English [u] as in **hood, mood, rule, do, music, during, beauty** [hu : d, mu : d, ru : l, du :, mju : sɪk, dju : rɪŋ, bju : tɪ). The difference between the two sounds of Afrikaans and English is negligible for our purposes, and therefore you may proceed with your own vowel-sound as starting-point.

In Afrikaans [u] is always spelled **oe** whether long or short, and whether in open or closed syllables.

(i) [u :] is found in words ending in **r** : Boer (Afrikaner), boer (farmer), broer (brother), moer (dregs, nut), roer (to stir, rifle), voer (fodder, feed) ;

Also in inflected forms :

Boere, boere, broers, moere, roers, toere (trips, stunts), vloere (floors).

In the following inflected forms, i.e. with elision of an intervocalic [g], the vowel is long, but in the radical form it is short :

boeg—boeë (bow of a ship, counter of a horse), kroeg—kroeë (bar, pub), moeg—moeë (tired), ploeg—ploeë (plough), swoeg—swoeë (to toil), voeg—voeë (joints).

(ii) The short member [u] is found in cases other than the preceding :

boef (hooligan), boet (brother, to pay, suffer), doen (do), groef (groove), groep (group), hoe (how), hoef (hoof, ought), hoek (angle, hook, corner), hoes (cough), kloek (brave), koen (brave), kroes (woolly, curly, seedy), lemoen (orange), moed (courage), moet (must), roem (fame), roep (call), roes (rust), soen (kiss), spoel (flow, flush, wash), stoel (chair), stoet (procession, stud), verdoem (damn), verbloem (disguise, gloss over), vloek (swear), voel (feel), woeker (practise usury), woel (bustle, fidget), woes (desolate, wild, ferocious).

To distinguish between [o :] and [u :] the following pairs of words will be of great value :

boë—boeë, bore—boere, boot—boet, hoof—hoef, kroos—kroes, moor—moer, moot—moet, roos—roes, stoot—stoet, toor—toer, voël—voel, voor—voer.

24 The unaccented vowel [ə] in Afrikaans corresponds fairly closely to the English equivalent, as [ə] in **over** [oʊvə], and the latter may be taken as starting-point if care is taken not to employ your [ə :] sound as in accented syllables like **bird, church, fur** [bə : d, tʃə : tʃ, fə :].

The Afrikaans vowel, written **e** or **i**, is always short (excepting **wîe** [və : ə], plural form of **wig** = wedge), as can be seen from the following :

begin (begin), begroet (greet, salute), beken (admit), beloop (course, amount to), beslaan (cover, shoe a horse), geslaan (hit, past tense of **slaan**), verhoog (platform, stage), verlaat (leave), verloop (course, pass, elapse), verniet (in vain, gratis), vertrou (trust) ;
bid (pray), dig (write poetry, tight), dik (thick), dip (dip), dis (it is), dit (this), gif (poison, gift), gil (shriek), gis (guess, conjecture, ferment), kil (cold, aloof), kim (horizon, mould), klim (climb), lid (member), lip (lip), lit (joint), middel (means, middle), mik (aim at, fork of a tree), min (minus, little), mis (dung, miss, mist), pik (hoe), pil (pill), rib (rib), rif (reef, ridge), rig (aim, direct), sif (sieve), sin (sense, sentence), sit (sit), skim (shadow, spectre, ghost), tik (tick, click, tap, touch), tin (tin), vin (fin), vir (for), vis (fish), wik (weigh the pros and cons), wip (see-saw, tilt, whisk), wis (knew), wit (white).

25 The Afrikaans [œ]-phoneme, always written **u** (or with a circumflex in inflected forms : **û**), also consists of two members : a long [œ :] and a short [œ] form. Although lacking in English this sound should present no particular difficulty to English-speaking people, if you take as starting-point the unaccented [ə] sound and then round your lips.

(i) [œ :] is found only in cases where an intervocalic [g] has been elided ; the radical form, however, is short :

brug—brûe (bridge), rug—rûe (back).

(ii) The short member [œ] is found in all other cases :

brug (bridge), dus (therefore), dut (doze), gul (cordial, open-hearted, generous), kruk (crutch), kul (cheat), kurk (cork), kus (coast, kiss), lus (loop, noose, desire, inclination), mud (muid, bag), murg (marrow), mus (cap, bonnet), pluk (pluck, pick), rug (back), ruk (tuck, jerk, a while), skulp (shell), skurk (rogue), spul (lot, caboodle), stuk (piece), suf (dull), vurk (fork), wurg (strangle).

Read the following pairs of words aloud and pay special attention to the difference between [ə] and [œ] :

dis—dus, dit—dut, gil—gul, kil—kul, kis—kus, lis—lus, mis—mus, rig—rug, sif—suf, spil—spul, stik—stuk.

DIPHTHONGS

26 The English equivalent for the Afrikaans diphthong [əi] is [eɪ] as in **cake, make, straight** [keɪk, meɪk, streɪt], but there is a considerable difference between the two sounds. For the English diphthong the first element consists of the front vowel intermediate between half-open and half-close, and the second element is the half-close short [ɪ]. In Afrikaans the first element is the neutral [ə] and the second element is the high front [i] intermediate between half-close and close. From this it is evident that great care must be exercised not to substitute the English [eɪ] for Afrikaans [əɪ].

Once you have mastered the Afrikaans vowel [ə] (which almost corresponds with English [ə] as in **over** [oʊvə]), you should practise the gradual transition from [ə] to Afrikaans [i], which ought to be quite simple.

The diphthong [əi] is always short in Afrikaans. In some words it is written as **ei**, in others as **y** :

byt (bite), gryp (seize), hy (he), jy (you), knyp (pinch), kry (get), ly (suffer), lyf (body), my (me, my), myl (mile), prys (price, prize), pyp (pipe), ry (row, ride), rys (rice, rise), skryf (write), slyp (whet), stryk (iron), styf (stiff), sy (silk, she, his), tyd (time), vry (court, free), vryf (rub), vyl (file), wy (dedicate), wyd (wide) ;
geil (fertile), grein (grain), heil (good, welfare, salvation, hail), klein (small), lei (lead), peil (level, standard, gauge, fathom), reis (travel, journey), trein (train), veil (corruptible, venal, sell by auction) vlei (flatter, valley), wei (graze).

27 For the Afrikaans diphthong [œy], written **ui,** there is no equivalent in English. This sound consists of the rounded form of [ə], viz. [œ], as in **buk, pluk** + [y] as in **buur, huur.** To form this sound you must first round the [ə] and then pronounce, in gradual transition, the [y] with lips rounded. (Although the Afrikaners under-round the rounded sounds, it is advisable that foreigners should exaggerate this at the beginning, i.e. pout your lips more than the Afrikaner does, until you have mastered these sounds.)

Practise the following :

gruis (gravel, grit), huil (cry, weep), kruip (crawl), kruis (cross), lui (lazy), muil (mule), muit (revolt, mutiny), ruis (rustle), sluip (slink, sneak), vuil (dirty).

Read the following pairs of words aloud and see if you can distinguish the two sounds properly :

byt—buit, grys—gruis, heil—huil, lei—lui, meid—muit, myl—muil, reis—ruis, slyp—sluip, stryk—struik, veil—vuil.

28 The Afrikaans diphthong [iu], written **ieu,** should present no difficulty, as it corresponds fairly well with the English sound as in **new, due, news.** In Standard Afrikaans we only have the word **Nieu** as in **Nieu-Seeland, Nieu-Skotland,** etc. In colloquial Afrikaans an [i] is sometimes heard in words like **leeu** (lion), **skreeu** (call, cry), **spreeu** (starling), but in Standard Afrikaans **eeu** is indicated as the

29 Afrikaans diphthong [eu] or [eo], i.e. the starting-point is the Afrikaans [e] followed by [u] as the second element, as in **leeu** [leu :], **skreeu** [skreu :], **spreeu** [spreu :]. Some Afrikaners again substitute the ultimate [u] by [o], which may also be regarded as Standard.

Be careful to distinguish correctly between [eu :] and [ø :] in Afrikaans ; the first is written **eeu** and the latter **eu,** as in the following :

geeu—geur, leeu—leun, meeu—meule, sneeu—seun, skreeu—skeur, spreeu—speur.

30 Some Afrikaners pronounce the Afrikaans diphthong [ɛi] as a short sound, others again as long, both being correct. What you must guard against is the substitution thereof by your English [eɪ] as in **make, lake.** The starting-point for Afrikaans is the [ɛ] which almost corresponds with English [ɛ :] as in **there, their,** and then tends to the Afrikaans [i].

With a few exceptions this sound is employed in diminutives only :

bed—bedjie (little bed), gebed—gebedjie (little prayer), pet—petjie (small cap), prent—prentjie (small picture), servet—servetjie (small serviette), tent—tentjie (small tent).

It must be noted in particular that in the pronunciation an [i] is heard, but it is never written, excepting the few cases where the [i] is present in the radical form of the word : **hêi** (hey !, hi !, there !) [ɦɛi :]. On the other hand it is wrong not to sound this glide [i] in the pronunciation. (In a phonetic transcription this [i] is written above the line to indicate that it is not written in ordinary orthography, but that it is pronounced : **bedjie** [bɛ̇ci], **gebedjie** [xəbɛⁱci], **petjie** [pɛⁱci], **prentjie** [prɛⁱɲci], etc., or with the long sound : **bedjie** [bɛⁱ : ci], etc. — this distinction between short and long sounds in these cases is absolutely individual and arbitrary.)

31 The most common mistake amongst Englishmen in connection with the Afrikaans short [ɑi] and long [ɑi :] is their disposition to substitute their own [aɪ] as in **kite, like, might** for both these sounds. Before you attempt the Afrikaans sounds you must once more study the guidance given with

regard to the vowels [ɑ] and [ɑ:]. If you can pronounce these vowels correctly, you will find no difficulty with the diphthongs.

(i) The short form is found in the following :

aitsa! (my !, hallo !, look out !, sorry !) ;

and in diminutives :

bad—badjie (bath-tub), kat—katjie (cat), klad—kladjie (blot), lat—latjie (cane), mat—matjie (mat), rat—ratjie (cogwheel).

(Once again an [i] is heard in the pronunciation, but it is never written unless it is present in the radical form of the word, cf. **katjie** [kɑ^{i}ci] with **aitsa** [ɑitsɑ].)

(ii) The long member always appears with **a** written double in conventional orthography :

baai—baaitjie (bay — the second form is the diminutive), braai (roast), fraai (pretty), haai—haaitjie (shark), kaai—kaaitjie (quay), kraai (to crow), kraai—kraaitjie (crow), laai—laaitjie (drawer), paai (soothe), raai (guess), saai (to sow), swaai (swing), taai (tough), waai (blow).

Also the following :

gat—gaatjie (hole), maat—maatjie (companion), naat—naatjie (seam), pad—paadjie (path), raad—raadjie (advice), vat—vaatjie (barrel).

Note : the **i** is only written when found in the radical form of the word, even though this sound is heard throughout in these words ; cf. saai, braai, kraaitjie, laaitjie [sɑi : brɑi :, krɑi : ci, lɑi : ci,] with **maat—maatjie, naat—naatjie, pad—paadjie** [mɑ : t—mɑ^{i} : ci, nɑ : t—nɑ^{i} : ci, pɑt—pɑ^{i} : ci]. It is essential that this point should be remembered, as it will save you much trouble in the conventional spelling of these words.

32 The Afrikaans diphthong [ɔi] consists of two members : the long and the short form.

(i) Examples of the long form [ɔi :] are very scarce, e.g. **nôi** (best girl, young lady, missus), and **toiings** (rags, tatters), transcribed [nɔi :, tɔi : ə̃ : s], but they also appear with the short member : [nɔi, tɔiəɳs]. The pronunciation should present no difficulty if the English [ɔ :] is taken as starting-point.

(ii) For the short member you have an equivalent in English as in **boy, royal, oil, noise** [bɒɪ, rɒɪl, ɒɪl, nɒɪz], but the two sounds do not coincide very closely, as the English sound is formed lower and further back than the Afrikaans diphthong. Usually it does not take the foreigner long to get accustomed to the Afrikaans sound, especially if the English [ɔ :], as in **lord** [lɔ :d], is taken as starting-point, remembering that the duration should be shortened.

The short diphthong [ɔi] in Afrikaans is only found in diminutives :

hond—hondjie (dog), mot—motjie (moth), pot—potjie (pot), rot—rotjie (rat). Here too an [i] is heard but not written if it does not occur in the radical form ; cf. toiings, mot—motjie, pot—potjie [tɔi-əɳs, mɔt—mɔ^{i}ci, pɔt—pɔ^{i}ci],)

33 The Afrikaans diphthong [oi :] is written **ooi** if the **i** appears in the radical form of the word ; otherwise it is **oo**. Before you attempt the pronunciation of this sound you should once more refer to the exposition on the vowel [o :], because this forms the first element of this sound. [oi :] is always long.

Examples for practice :

dooi (thaw, dead), fooi (fee, tip), gooi (throw), kooi (bed), mooi (pretty), prooi (prey), rooi (red), sooi (sod), tooi (decorate), vlooi (flee). (Because these words contain an **i** in the radical form this **i** will also be heard and written in the diminutive : fooitjie, strooitjie (little straw), kooitjie, nooientjie (little sweetheart), prooitjie, sooitjie, vlooitjie [foi : ci, stroi : ci, koi : ci, noi : ɔ̃ci, proi : ci, soi : ci].)

In the following diminutive forms no **i** is written, but it is heard in the pronunciation :

boon—boontjie (bean), boot—bootjie (boat), grootjie (grand-father/mother), loon—loontjie (wages), loot—lootjie (lottery-ticket, shoot), moot—mootjie (valley, glen), poot—pootjie (foot, paw), skoot—skootjie (lap, shot), sloot—slootjie (furrow), stoot—stootjie (push, thrust), toon—toontjie (toe), vloot—vlootjie (fleet).

Read the following pairs of words aloud distinguishing between [ɔi] and [oi :] :

grotjie—grootjie, krotjie—kootjie, motjie—mootjie, otjie—ooitjie, potjie—pootjie, slotjie—slootjie, sotjie—sooitjie.

34 The Afrikaans diphthong [ui] consists of two members : a short (most common) and a long form. Its first element is [u] and the second [i] ; it is always written **oei**. Foreigners are very much inclined to confuse this [ui] with the preceding [oi :] ; therefore you should be careful to guard against this. Revise the notes on the vowel [u] before attempting this diphthong.

Usually this diphthong is short in Afrikaans, but some Afrikaners pronounce it long. You, however, will profit more by concentrating on the short form only, as in the following :

bloei (bloom, flourish, bleed), boeie (hand-cuffs), broei (breed), foei ! (shame !), gloei (glow), goeie (good), groei (grow), koei—koeitjie (cow), loei (to low), moeilik (difficult), roei (to row), skroei (singe, scorch), stoei (wrestle), troei (reverse, back), vloei (flow).

In addition to the preceding forms I must draw your attention to the diminutive forms of some words in **oe** which also take the glide [ⁱ] i.e. in pronunciation only, not in spelling ; cf. **hoed—hoedjie** [ɦuⁱ-ci], **lemoen—lemoentjie** [ləmuⁱɲ-ci], **voet—voetjie** [fuⁱ-ci], **soen—soentjie** [suⁱɲ-ci].

Read the following aloud and make sure of the correct pronunciation :

rooi—roei, gooi—goeie, kooi—koei, looi—loei, mooi—moeilik, vlooi—vloei.

35 The Afrikaans diphthong [ou], always written **ou**, is formed higher in the mouth than the English equivalent. If you have mastered the difficulty in connection with the Afrikaans [o :] and [oi :], you should by now be able to pronounce the Afrikaans diphthong as in the following words :

goud (gold), hout (wood), koud (cold), kous (hose, sock), lou (lukewarm), pous (pope), smous (pedlar, hawker).

36 A complete list of the Afrikaans consonants will be found under "The Phonetic Alphabet". Many of these consonants correspond fairly closely to their English equivalents ; therefore I shall only discuss those which present difficulty in one way or another. Consonants not discussed here can, therefore, be taken as more or less the same as in English.

37 Final **b** in Afrikaans is pronounced as **p**. Words ending in **b** are very scarce in Afrikaans ; cf. the following :

> **rib** (rib), **tob** (worry, fret), pronounced as **rip, top** [rəp, tɔp], but not when medial as in **ribbe**been (rib).

38 Final **d** is pronounced as **t**, so that in the following pairs of words no difference will be heard in the ultimate consonant :

> bon**d**—bon**t** (league—motley), boo**d**skap—boo**t** (message—boat), geskie**d**—geskie**t** (happen—shot), loo**d**—loo**t** (lead—raffle, shoot of a plant), lui**d**—lui**t** (loud—lute), mie**d**—mie**t** (hay-stack—mite), moe**d**—moe**t** (courage—must), moon**d**heid—moon**t**lik (nation, power —possible), noo**d**—noo**t** (need, distress—note), pon**d**—pon**t** (pound—pontoon, ferry), sku**d**—sku**t** (shake—pound, impound), ra**d**—ra**t** (cogwheel), we**d**—we**t** (bet—law).

The same applies in the diminutive forms, i.e. **d** is pronounced as **t**, even though written as **d** :

> baard-jie (small beard), bad-jie (small bath-tub), boot-jie (small boat), kat-jie (kitten), vaat-jie (small barrel), woord-jie (little word).

In the conventional spelling the diminutive suffix **-jie** is affixed to the radical form of the word, but in the pronunciation the ultimate consonant of the radical form (i.e. **d** or **t**) is pronounced as one group with **-jie** = **-djie, -tjie,** both pronounced as **-tjie,** as can be seen from the phonetic transcriptions :

> [b**ɑ** : r-ci, b**ɑ**^{i}-ci, bo^{i} :-ci, k**ɑ**^{i}-ci, f**ɑ**^{i} :-ci, vo : r-ci].

39 The diminutive suffix **-djie** x **-tjie** [-ci] should not be pronounced as in English **cheque, church, child** [t/ek, t/ə :t/, t/aɪld], i.e. as an unvoiced pre-palatal sound, but with the unvoiced member as in Old-English **circe** [ci : r-ci :] ; in other words, the middle of the blade of the tongue is pressed against the middle part of the hard palate (and not the front part), i.e. **-tj-** [c] is palatal, whereas [t/] is pre-palatal.

The best is to find an Afrikaans-speaking person to help you with this pronunciation, and to practise it as much as possible. This sound is also dealt with in the gramophone record mentioned before [1].

40 The Afrikaans **k** [k] corresponds fairly closely to the English equivalent, but remember that in Afrikaans this sound is always pronounced ; it is

[1] See **Acknowledgments.**

not mute as in some English words, e.g. **knee, knock**. Read the following aloud :

kneus (bruise), knie (knee), kniel (kneel), knoes (knot), knop (knob).

41 The Afrikaans **r** [r] is a rolled alveolar consonant, i.e. the tip of the tongue touches the upper gum lightly and when pronounced it vibrates against the gum. The English [ɾ] is a palatal fricative, i.e. the tip of the tongue is curled much further back against the hard palate, and when pronounced no vibration, but a continuous friction, is observed.

The first step will therefore be to get your tongue into the correct position for the Afrikaans sound, and then make this sound by keeping up the vibrations (as if you are imitating the noise made by a motor-cycle). When you have mastered this vibrating sound, practise the following words :

raad (advice, board), raai (guess), raat (remedy), rak (shelf), ram (ram), rand, rant (ridge, edge), rede (reason, speech), redelik (reasonable), reik (reach), ryk (kingdom, rich). (If you want more practice take your dictionary and say all the words under **r**.)

From this point you must proceed with words where **r** is preceded by another consonant, as :

braai (roast), brakkie (mongrel), brand (burn), bril (spectacles), broek (trousers, pants), brood (bread), bruid (bride), bruin (brown); draai (turn, twist), draak (dragon), drank (drink, beverage), drie (three), drif (ford, drift), dril (drill) ; fries (frieze), Fries (Frisian), fris (fresh), fronteljak (frontignac); gras (grass), groef (groove), groen (green), grond (ground). (These examples can easily be supplemented by consulting your dictionary.)

Never omit the **r** in Afrikaans words, whatever its position in the word, initial, medial or final.

Note : in **hierdie** and **daardie** (this, that) the **r** assimilates the following **d**, and we say : **hierie, darie** [ɦiri, dɑ:ri]. Most Englishmen are inclined to omit the **r** : **hiedie, daadie,** which is wrong.

42 The Afrikaans [v], written **w**, is fairly easy to the Englishman on account of his own equivalent sound, with this difference that in initial positions the Afrikaans sound forms a labio-dental fricative, i.e. the upper teeth pressed against the lower-lip, whereas it is a bilabial (= formed with both lips) in English.

Practise the pronunciation of this sound [v] in the following words :

wa (wagon), waak (to watch), waar (true, where), wag (a quard, wait), Wallis (Wales), wanneer (when), warm (warm), was (was, wash, wax), water (water).

When **w** is preceded by another consonant most Afrikaners replace the denti-labial (labio-dental) fricative [v] by the bilabial fricative [ʋ] as in English (this substitution is also quite correct and Standard Afrikaans), as in the following words :

dwarrel (whirl), dwerg (dwarf), kwalifiseer (qualify), kwarantyn (quarantine), kweper (quince), kwiksilwer (quicksilver), swaai

(swing), swaan (swan), swaard (sword), swak (weak), sweet (sweat), swenk (swerve), twee (two), twintig (twenty), twyg (twig).

43 The Afrikaans labio-dental fricative [f] is represented by **v** or **f** in conventional orthography. There is no great difference between this sound [f] and the English equivalent [f], but often English people err by taking the Afrikaans **v** to be equivalent to English **v**. Remember, Afrikaans **v** and **f** are both represented by **f** in English, and in phonetic transcription the Afrikaans characters are both represented by the sign [f].

Examples as key-words :

faal—vaal (fail—tawny), faam—vaam (fame—fathom), faktuur—vakature (invoice—vacancy), fat—vat (dandy—barrel), fee—vee (fairy—live-stock), feilbaar—veilbaar (fallible—corruptible), fel—vel (severe—fell, skin), fier—vier (proud, high-minded—four, celebrate), fonds—vonds (fund—find), fors—vors (powerful, vigorous—monarch).

Now read the following pairs of words aloud and pay careful attention to the difference between [v] = **w** and [f] = **v, f** :

wal—val, wals—vals, was—vas, wat—vat, wet—vet, win—vin, wis—vis, woel—voel.

44 English has no equivalent for Afrikaans **g** [x], and therefore foreigners sometimes find it very difficult to acquire the correct pronunciation. The best is to take as starting-point the **ch** sound as in Scotch **loch,** although this is not quite correct, but once you are accustomed to this sound, you will find the transition to the correct pronunciation easier.

(i) Afrikaans **g** in initial and final positions is pronounced as [x] (more or less the **ch** in Scotch **loch**) :

Initially : gaan (go), gaap (yawn), gaas (gauze), gas (gas, guest), gat (hole), gee (give), geen (no), gees (spirit, ghost), geil (fertile), gek (fool, insane), geur (smell), graf (grave), groot (great, big).
Finally : boog (arch, bow), genoeg (enough), hoog (high), lag (laugh), leeg (empty), moeg (tired), murg (marrow), reg (correct, right), vaag (vague), voeg (joint), vraag (question), vrag (load, freight), weeg (weigh).

(ii) Medially, usually in inflected forms, the pronunciation is [g] as in English **go, gone** [go**ʊ**, g**ɒ**n]. Examples :

berge (mountains), brugge (bridges), mage (stomachs), nege (nine), sogge (sows), trogge (troughs), wigge (wedges) ; also initially when [g] combines with **h** :
ghoen (shooting-marble), gholf (golf), ghries (grease), ghwano (guano), ghwarrieboom (guarri-tree).

45 In pronunciation the Afrikaans [j], written **j**, approximates the English [j], written **y** (as in **yes, year, you** [jes, ji:ə, ju:]) much more than the English [dʒ], written **j** (as in **join, John, jackal** [dʒ**ɒ**ɪn, dʒ**ɒ**n, dʒækɔ:l]). The difference between Afrikaans [j] and English [j] is that the first is a fricative, whereas the latter is a continuant without friction, but it is preferable to use English [j] rather than [dʒ].

Examples : bejaarde (elderly), jaag (hurry, chase, race), jaar (year), jammer (sorry), Jan (John), Japan (Japan), jas (over-coat), jok (to lie), jou (your), joue (yours), jy (you), verjaar (celebrate one's birthday), verjonging (rejuvenation).

In Afrikaans [dj] is pronounced only in English loan-words as in **jellie** (jelly).

46 Afrikaans **h** [ɦ] differs from English **h** [h] in that the Afrikaans consonant is voiced whereas the English equivalent is unvoiced, and consequently it sounds louder and more distinct than the Afrikaans sound. As you progress in Afrikaans you will gradually be able to acquire the correct pronunciation. In the meantime you may try to pronounce your English consonant with voice.

Examples : haan (cock), haas (hare, hurry), hael (hail), hang (hang), hees (hoarse), helfte (half), help (help), hen (hen), het (to have), hier (here), hoes (cough), hoog (high), hoor (hear), huis (house), hulp (help), huur (hire, rent), hys (elevate).

47 Syllabic consonants are very scarce in the Afrikaans language. The syllabic sound of a syllable (i.e. that sound which constitutes a peak of prominence) is generally a vowel, but consonants may also be syllabic, i.e. they may act as vowels. Such consonants are **l, r, m, n** as in **people** [pi:p̩l], **meagre** [mi:gr̩], **chasm** [kæzm̩], **bacon** [beɪkn̩], in which cases these sounds are indicated by means of a vertical stroke under the sound concerned in phonetic transcription.

You should always endeavour to pronounce the Afrikaans unaccented vowel [ə] before final liquids : **bedel, katel, ketel** [be:dəl, kɑ:təl, ke:təl], and not to omit it or replace it by a syllabic consonant as in English : **kettle** [ketl̩], etc.

Another common mistake amongst English-speaking people is the elision of **l** and **r** before final **m** or **n**, as in English **arm, barn, calm** [ɑ:m, bɑ:n, kɑ:m]. In Afrikaans not only the **r** or **l** must be pronounced, but we also insert the vowel [ə] in **arm, kalm, kerm, kern, skelm, walm, warm** as if these words were spelled **arrem, kallem, kerrem, kerren, skellem, wallem, warrem** [ɑrəm, kɑləm, kɛrəm, kɛrən, skɛləm, vɑləm, vɑrəm]. This pronunciation requires special attention.

48 Nasalization At this early stage I am not going to trouble you with minute expositions regarding all the nuances of nasalization in Afrikaans. There is, however, one type which you should acquire from the start, and that is that in certain words ending in **n** + **s** the **n** is not pronounced, but instead the preceding vowel is nasalized and lengthened.

Examples : dans (dance), gans (goose), kans (chance), krans (wreath, precipice), lans (lance), saans (in the evenings), waens (wagons), mens (man, one, a person), pens (paunch, belly), venster (window), wens (wish), bons (bounce), dons (down, fluff), gons (hum), luns (axle-pin), skuins (slanting).

This nasalization can best be seen in the phonetic transcriptions: [dɑ̃:s, xɑ̃:s . . . . ; mɛ̃:s, pɛ̃:s, ... ; bɔ̃:s, dɔ̃:s . . . . ; lœ̃:s ; skœ̃ỹ:s]. Compare the nasal sounds in French **dans, donc** [dɑ̃:, dɔ̃:].

If you can master these sounds by now, you have already achieved a great deal in this direction.

49 Pronunciation of the Afrikaans indefinite article „'n".

This article presents quite a few difficulties to foreigners, but we can give some rules which will be found of assistance : —

(i) When the indefinite article precedes a word beginning with **d, t, n** or a **vowel,** the article **'n** is pronounced [ən] as the **-ion** in English **attention** [ətenʃən] ; e.g.

'n **d**aad (a deed), 'n **d**enneboom (a fir-tree), 'n **d**eugniet (a ne'er-do-well), 'n **d**orsmasjien (a threshing-machine), 'n **d**osyn (a dozen) ; 'n **t**aamlike man (a fairly good man), 'n **t**arentaal (a guinea-fowl), 'n **t**ree (a step), 'n **t**rein (a train), 'n **t**reurspel (a tragedy), 'n **n**agadder (a night-adder), 'n **n**are mens (an unpleasant person), 'n **n**oenmaal (lunch) ; 'n **a**fgryslike ongeluk (a ghastly accident), 'n **e**rdepot (an earthern pot), 'n **o**nverstandige man (a foolish man).

(ii) When **'n** precedes a bilabial sound as **b, p** or **m,** it is pronounced [əm] as the final **-om** in English **random** [rændəm] :

'n **b**adjie (a small bath-tub), 'n **b**esem (a broom), 'n **b**obbejaan (a baboon), 'n **b**ok (a goat), 'n **b**oek (a book), 'n **p**atroon (a pattern, a cartridge), 'n **p**eerboom (a peartree), 'n **p**iesangskil (a banana peel), 'n **p**oets bak (to play a trick), 'n **m**an (a man), 'n **m**ansmens (a male person, a man), 'n **m**ens (a person), 'n **m**oeë kind (a tired child), 'n **m**ooi gesig (a pretty face, a beautiful scenery).

(iii) If **'n** is followed by initial [g], as in English **go,** or **k,** it is pronounced [əŋ] as the sound in English **long** [lɒŋ] :

'n **g**arage (a garage), 'n **gh**itaar (a guitar), 'n **gh**oen (a shooting-marble), 'n **g**orilla (a gorilla), 'n **g**uerilla (a guerilla), 'n **g**uillotine (a guillotine) ; 'n **k**alkoenmannetjie (a turkey-cock), 'n **k**ameel (a camel), 'n **k**ees (a monkey).

(iv) When **'n** is followed by initial [f], [x] or [s], it is pronounced as a nasalized **e** [ɛ̃] :

'n **f**abel (a fable), 'n **f**amilielid (a relative), 'n **f**eestelikheid (a festivity), 'n **f**eetjie (a fairy), 'n **f**lentertjie (a small piece), 'n **g**ang (a passage), 'n **g**edaante (a figure, form, apparition), 'n **g**ees (a spirit, ghost), 'n **g**rassprietjie (a blade of grass), 'n **g**roen pak (a green suit), 'n **s**aag (a saw), 'n **s**akdoek (a handkerchief), 'n **s**eildoek (a sail-cloth, canvas), 'n **s**jieling (a shilling), 'n **s**lang (a snake).

Apart from the preceding pronunciations many speakers are inclined to use [fiə] only, though the most common pronunciation seems to be [ə], as English **a** [ə]. The last two forms of pronunciation, viz. [fiə, ə], are, however, to be attributed to school influence, and cannot always be regarded as natural Afrikaans. It is advisable that you should practise the first four forms as much as possible.

50 Pronunciation of learned words. As in English, we have in Afrikaans many words of classical origin, and on account of the close similarity of

these words in the two languages concerned, it stands to reason that the Englishman will automatically retain his own pronunciation. This, however, is not correct as Afrikaans pronunciation differs in many respects, e.g. in stress and especially in the acoustic qualities of the vowels and diphthongs.

It is impossible to exhaust all possible examples, but I shall enumerate quite a number of representative words for the different aspects.

(i) In the following words Afrikaans has the **stress** on the ultimate syllable, and not on the initial or the second syllable as in English :

Those ending in **-aal** : admiráál, brutáál, ideáál, skandáál, totáál (in most cases the English equivalents are so similar that it will be superfluous to render them here) ;

in **-aat** : advokáát, akkuráát, duplikáát, soldáát ;
in **-eel** : addisionéél, aktuéél, fundamentéél, offisiéél, originéél, spirituéél ;
in **-eer** : absorbéér, felisitéér, publiséér ;
in **-eur** : aktéúr, ambassadéúr, huméúr ;
in **-ief** : alternatíéf, eksklusíéf, infinitíéf, inisiatíéf, negatíéf ;
in **-ment** : bombardemènt, departemènt, eksperimènt, instrumènt, parlemènt, regimènt, sentimènt ;

also in the following words :

amoniàk, assistènt, autoritéít, avontúúr, elegànt, filosofíé, gimnastíék, kapitalìs, kontàk, kwantitéít, manuskrìp, mikroskóóp, paníék, patriòt, portrèt, prodùk, sistéém, teorié, unifòrm, universitéít, visióén.

(ii) In the following cases the stress falls on the penultimate syllable : — Those ending in **-asie** : administrásie, reduplikásie, informásie ;

in **-sie** : advertènsie, assuransie, referènsie ;
also : artíkel, dissiplíne, episóde, matróne, sarkàsme, tabernákel.

(iii) Besides the stress particular attention should be paid to the correct pronunciation of the vowel sounds :

The acoustic quality of **e** in the following words is short Afrikaans [e], and not the English [e] as in **bed, head** :

dekorásie, delikáát, deputásie, elegànt, elemènt, emigrànt, episóde, meditásie, melodié, negatíéf.

In the following words the **o** retains its value as the short member [o] of the [o]-phoneme in Afrikaans, and is not to be replaced by the English pronunciation as in **pot** [pɒt] or by [**ov**] as in **photo** [fo**v**to**v**] :

amoniàk, dekorásie, filosofié, fóto, intonásie, mikroskóóp, mobilisásie, móde, momènt, mòtto, oásis, ópera, originéél, ortodòks, outomáties, outoritéít, perióde, pioníér, platò, poësié (poetry), politóér (polish), posísie, prodùk, profèssie, profèssor, promósie, protès, totáál, tuberkulóse.

English-speaking people are inclined to pronounce **u** [œ] in the following words as in the English equivalents, i.e. as [ʌ]. You must guard against this ; pronounce it as the rounded [ə] sound :

fundamentéél, impulsíéf, industrié, prodùk, publíék, publiséér, suksès.

The **u** in the following words is pronounced as [y], as in Afrikaans **nuut, nuus** [nyt, nys], and not as [u] in English **hood, mood** [hu : d, mu : d] :

absolúút, aktuéél, assuràns**ie**, brutáál, deputásie, duplikáát, eksklusíéf, huméúr, influènsa, instrumènt, intellektuéél, Júdas, júrie, manuskrìp, minuèt, popularitéít, populásie, rekrúút, spirituéél, uníék, unifòrm, universitéít, tuberkulóse.

(iv) Also pay attention to the pronunciation of the following consonants : Afrikaans [s] retains its acoustic qualities in the following words, and is not to be replaced by [z] as in English :

absorbéér, bus, hórison, influènsa, posísie, prisoníér, provísie, sarkàsme.

Also in the following words where English has a **sh** [ʃ] sound :

assuràns**ie**, gimnàsium.

Remember Afrikaans **v** is pronounced as **f** [f] :

advertènsie, advíés, advokáát, avontúúr, vaas, visióén, vokáál.

51 From the preceding it should be clear now that Afrikaans, to a very great extent, is a phonetic language, i.e. the pronunciation coincides with the conventional spelling. This applies especially to the so-called learned words. This principle must always be borne in mind, also when it comes to the pronunciation of the names of **musical instruments** and **places** (cities, towns, farms, etc.).

Although we have retained great similarity with English in the spelling of **piàno, mandolíén, klarinèt, fluit, vióól, banjó, harp, akkordeón, kornèt,** we never pronounce these names as in English, but according to the Afrikaans pronouncing principles, i.e. the sounds retain their full Afrikaans acoustic qualities : [pi-ɑ-no, mɑn-do-lin, klɑ-ri-nɛt, flœyt, fi-o : l x fə-jo : l, baɲ-jo, fiɑrp, ɑkor-di-ɔn, kɔr-nɛt].

In the same way **Pretoria, Bloemfontein, Kaapstad, Middelburg, Witbank,** etc. are pronounced [pri-to : -ri-ɑ, blum-fɔn-təin, kɑ : p-stɑt, mə-dəl-bœrx, vət-bɑʧk], and not as the English (and even Afrikaners when speaking English !) are apt to pronounce them.

52 At this stage, in concluding the chapter on pronunciation, I once more wish to emphasize that I have mainly dealt with the most obvious mistakes usually made by Englishmen, and that I have purposely avoided finer details. It will serve no purpose to discuss minor differences at this preliminary stage, and by the time you will be interested in finer nuances you will have progressed enough in Afrikaans to be able to consult any standard work on Afrikaans pronunciation. My aim is solely to assist you over the most difficult initial stage ; after that you probably will be able to proceed on your own in mastering the finer points.

Before you attempt the following chapter, it is advisable to revise the preceding work on pronunciation, because many mistakes in the spelling can be attributed to faulty pronunciation. If you have mastered the latter, you should find no great difficulty with the conventional spelling.

53 As spelling mistakes occur in every feature of the grammar, no separate chapter will be devoted to orthography, but the most difficult spellings, and also the most common spelling mistakes will be pointed out as we proceed. You must, therefore, pay careful attention to the spelling while studying the accidence. As too little time is generally devoted to orthography, many spelling mistakes made by English-speaking students are due to ignorance of the Afrikaans orthographical system, which usually results in the application of a spelling in accordance with the English system.

A. THE PRONOUN

54 The **personal pronoun**. Although Afrikaans is mainly an analytic language, i.e. one in which very few inflected forms are found, the personal pronoun, as in English, is inflected for gender and case.

Ek (I)	Ons (we)
my (my)	ons (our)
myne (mine)	ons s'n (ours)
my (me)	ons (us)

Ek pas **my** boeke baie mooi op, want hulle is **myne**. (**I** care very well for **my** books, because they are **mine**.) **Ons** pas **ons** boeke op, want hulle is **ons s'n**. (**We** look after **our** books, because they are **ours**.) Hy gee die boeke vir **my**. (He gives the books to **me**.) Hulle het (vir) **ons** gehelp. (They helped **us**.)

Jy (you)	Julle (you)
jou (your)	julle (your)
joue (yours)	julle s'n (yours)
jou (you)	julle (you)

Jy kan maak met **jou** hoed wat **jy** wil, want dis **joue**. (**You** may do what **you** like with **your** hat, for it is **yours**.) **Julle** moet **julle** klere kom haal, aangesien dit **julle s'n** is. (**You** must come and fetch **your** clothes, seeing that they are **yours**.) Ek het (vir) **jou** gesê ek sal vir **julle** kom kuier. (I told **you** I shall visit **you**.)

From the last examples you will deduce that Afrikaans has retained an inflected form for the second person plural which is not found in English.

Hy, sy, dit (he, she, it)	Hulle (they)
sy, haar (his, her)	hulle (their)
syne, hare (his, hers)	hulle s'n (theirs)
hom, haar (him, her)	hulle (them)

Hy dra **sy** geweer by **hom**, want dis **syne**. (**He** carries **his** rifle with **him**, for it is **his**.) **Sy** neem **haar** hondjie saam met **haar**, want dis **hare**. (**She** takes **her** puppy with **her** as it is **hers**.) **Hulle** koop **hulle** klere by **hulle** winkel omdat dit **hulle s'n** is. (**They** buy **their** clothes at **their** store because it is **theirs**.) Die winkel behoort dus aan **hulle**. (The store therefore belongs to **them**.)

Dit (it) is used for animals and inanimate objects: ek het **dit** (die stok) gister gesien [I saw **it** (the stick) yesterday], but the general trend in Afrikaans is to substitute the forms for masculine or feminine gender for **dit**; cf. ek

het 'n verdwaalde kat gesien en **hom** huis-toe geneem (I saw a lost cat and took **it** home) ; hou die leer regop, **hy** staan skuins (hold the ladder up straight, **it** is leaning over). Also compare the following :

Daar is 'n slang ; slaan **hom** dood (there is a snake, kill **it**) ; die trein is laat ; **hy** sal eers môre instoom (the train is late ; **she** will only come in tomorrow) ; die skip lê voor anker ; **hy** vertrek vanaand (the ship rides at anchor ; **she** departs tonight) ; die motor raak gedaan ; ek wil **hom** nou verkoop (the car is giving in ; I want to sell **it**/**her** now).

From the preceding examples it will be evident that Afrikaans reveals a strong tendency to replace the neuter **dit** by the masculine forms. Bear this in mind, and at the same time pay particular attention to those instances where the Afrikaans usage of the other personal pronouns differs from that of English.

Also note that when addressing one's superiors one does not employ the forms **jy, jou, joue,** but **u**, which is used in all cases, singular and plural : **u** het **u** wandelstok vergeet, of is dit nie **u s'n** nie ? (**you** have forgotten **your** walking-stick, or is it not **yours** ?). If the more familiar forms are used instead of **u**, the Afrikaner regards this as a sign of disrespect. For one's parents and relatives (where those addressed are not one's equals) the most common form is a repetition of the form used at the beginning : **Pa**, het **Pa Pa se** perd gaan haal, of was dit nie **Pa s'n** nie ? (**Dad**, did **you** fetch **your** horse or wasn't it **yours** ?) ; **Oom**, ek wil **Oom se** pen leen, want **Oom s'n** is beter as myne (**Uncle**, I want to borrow **your** pen, because **yours** is better than mine) ; **Tante**, ek wil **Tante se** hondjie hê, want ons s'n is weg, en nou moet ons **Tante s'n** kry (**Aunt**, I want **your** dog (puppy), because ours is gone, and now we must have **yours**). Among the younger generation this repetition is regarded as naïve and "out of date", and consequently the familiar **jy, jou, joue** are gaining ground rapidly in this connection. Nevertheless, it remains advisable to employ the polite form **u** when addressing strangers or one's superiors.

55 The **possessive pronoun**. In the preceding paragraph I have also used possessive pronouns, i.e. the forms of the pronoun employed to denote possession. In this case the Afrikaans usage corresponds to a great extent with the English :

> Dis **my** hoed ; die hoed is **myne** (it is **my** hat ; the hat is **mine**) ; dis **jou** potlood ; die potlood is **joue**/joune (it is **your** pencil ; the pencil is **yours**) ; dis **sy** lesings ; die lesings is **syne** (they are **his** lectures ; the lectures are **his**) ; dis **haar** skoene ; die skoene is **hare** (they are **her** shoes ; the shoes are **hers**) ; dis **ons** huis ; die huis is **ons s'n** (it is **our** house ; the house is **ours**) ; dis **julle** bome ; die bome is **julle s'n** (they are **your** trees ; the trees are **yours**) ; dis **u** motor ; die motor is **u s'n** (it is **your** car ; the car is **yours**) ; dis **hulle** beeste ; die beeste is **hulle s'n** (they are **their** cattle ; the cattle are **theirs**).

Note in particular the spelling of **myne, joue, syne, hare**, i.e. the ultimate **-e** which is very often omitted by strangers when writing Afrikaans.

Also take special note of the cases where we employ **s'n** (derived from **syn**, from Dutch **zijn**) ; the apostrophe indicates that a letter has been

elided ; therefore, this form must never be written as **sin** which means "sentence, sense".

When possession is indicated in the case of proper names and common nouns we employ **se** and **s'n** : dis **Piet se** hoed ; die hoed is **syne** ; dis **Piet s'n** (it is **Peter's** hat ; the hat is **his** ; it is **Peter's**). Never use the apostrophe **s** (**'s**) to denote possession in Afrikaans : dis **Jan se** fiets (it is **John's** bicycle), and not : dis **Jan's** fiets.

This possessive **se** is never used in the following cases : dis ons/julle/u/my/jou/hulle hoed ; but it is employed in : dis die seun/dogters/mans/vrouens/Jan/Maria **se** hoed (it is the boy's/girls'/men's/women's/John's/Mary's hat).

At the same time I want to warn against the wrong use, especially by the English-speaker, of the possessive. In Afrikaans we say : ek het in **die** eksamen geslaag (I have passed **my** examinations) ; **die** slagter het nie vanmôre vir my vleis gestuur nie (**my** butcher sent me no meat this morning) ; **die** dokter het my beveel om in die bed te bly (**my** doctor ordered me to stay in bed). Sometimes, especially in cases of emphasis, the possessive pronoun is used, but it is advisable to avoid this usage as much as possible. Take special note of the singular forms **eksamen** en **vakansie** which are characteristic of Afrikaans.

56 The **reflexive pronouns** also occurred in the sentences given earlier. Compare the following examples :

> Ek was **my** (I wash **myself**) ; jy skeer **jou** (you shave **yourself**) ; hy sny **hom** (he cuts **himself**) ; sy trek **haar** aan (she dresses **herself**) ; ons kasty **ons** (we chastise **ourselves**) ; julle kul **julle** (you cheat **yourselves**) ; u doen **u** onreg aan (you do **yourself** an injustice) ; hulle smeer **hulle** swart (they smear **themselves** black).

Although it should be evident from these examples that the reflexive pronoun in Afrikaans is not indicated by **-self** (-self/-selves), this form is not unknown in Afrikaans, as it is often employed for the sake of emphasis or to avoid ambiguity : "hy kul **hom**" may either mean "he cheats himself" or "he cheats him (John e.g.)" ; therefore, to be quite clear, we shall say : hy kul **homself**. Also : "hy het **homself** gesny" can only mean "he cut himself", i.e. he himself, and not somebody else, has cut him. Sentences like : "they enjoyed themselves at the dance/picnic" should never be rendered as "hulle het hulleself geniet op die dans/piekniek", for in this instance it conveys a peculiar meaning : they enjoyed eating themselves at the dance/picnic (!) ; it must be : hulle het die dans/piekniek geniet.

57. The **reciprocal pronoun** in Afrikaans is rendered by **mekaar** :

> die twee seuns slaan **mekaar** (the two boys hit **one another**) ; hulle groet **mekaar** (they greet **one another**) ; hulle het **mekaar** gewas (they washed **one another**).

Take care not to render this as : hulle het **een die ander** gewas/gegroet/geslaan. This form does exist in Afrikaans : hulle het **die een die ander** geslaan (note the repetition of **die**), but it is rarely heard, and then mostly for the sake of emphasis only and when more than two persons are indicated. I would advise you to avoid this form as much as possible.

58 For the **relative pronoun** we have one basic form only, viz. **wat**, whether it relates to persons or objects. As in English the relative pronoun in Afrikaans follows the antecedent :

> die man **wat** daar loop, is my oom (the man **who** goes there is my uncle) ; die vrou **wat** hier was, het my kom besoek (the woman **who** was here, came to visit me) ; die perd **wat** daar val, het gestruikel (the horse **which** falls down there has stumbled) ; die muis **wat** die kaas gesteel het, is doodgemaak (the mouse **which** stole the cheese has been killed).

Never use **wie** in these cases.

When, however, the relative pronoun is preceded by a preposition **wat** changes to **wie** (for persons) or **waar-** (in all other cases) :

> die man **vir wie** ek gehelp het, is hier (the man **whom** I helped is here) ; die seun **van wie** ons gepraat het, het gekom (the boy **of whom** we spoke has arrived) ; my maat **op wie** ek vertrou, sal my nie in die steek laat nie (my comrade **on whom** I depend, will not leave me in the lurch) ; die perd **waarvan** ek afgeval het, het weggehardloop (the horse **from which** I fell, ran away) ; die kas **waarop** ek staan, is sterk (the box **on which** I stand, is strong).

Note that for persons **wie** is preceded by the preposition and the two words are written as **two** words ; in all other cases the preposition follows **waar-** and forms one word with it. **Never use :** op wat (on which), van wat (of which), in wat (in which), etc. These mistakes are due to English influence and must be avoided.

59 The **interrogative pronouns** are the following :

Wie is jy ? (**Who** are you ?) ; **wie se** hoed is dit ? (**whose** hat is this ?) ; **wie s'n** is daardie boek ? (**whose** is that book ?) ; **wat** is dit daardie ? (**what** is that ?) ; **watter** voël wil jy hê ? (**which** bird do you want ?).

The following are variant forms of **wat** :

waarop (wat + op) het jy gery ? (**on what** did you ride ?) ; **waarvan** (wat + van) het hy geleef ? (**on what** did he live ?) ; **waarmee** (wat + met) het sy die vleis gesny ? (**with what** did she cut the meat ?), etc.

In the latter cases the **wat** once more is changed to **waar-** plus the preposition. Here too you must never separate the two as in English : **what** are you afraid **of** ? should be rendered : **waarvoor** is jy bang ?, and not : **wat** is jy bang **voor** ?

Also avoid the following anglicisms :

> **wat** is sy ouderdom ? (**what** is his age ?) ; **wat** kos dit ? or : **wat** is die prys ? (**what** is the price ?) ; **wat** is die tyd ? (**what** is the time ?) ; **wat** is die datum vandag ? (**what** is the date today ?) ; etc. These should be : **hoe oud is hy ?** ; **hoeveel kos dit ?** ; **hoe laat is dit ?** ; **die hoeveelste is dit vandag ?** (It would be best to learn these correct forms by rote.)

60 The **indefinite pronouns** in Afrikaans are :

enigeen (anyone), 'n mens (one), g'n mens (no one, nobody), iemand (someone, somebody), niemand (no one, nobody), enige (some, a few),

iedereen/elkeen (everyone, everybody), geeneen (no one, nobody), sommige/party (some), almal/algar (all of, everyone), iets (something), niks (nothing) :

> **enigeen** kan dit doen (anyone/anybody can do this) ; **'n mens** moet maar sukkel in hierdie lewe (one has just to struggle in this life) ; **iemand** het my pen geneem (somebody/someone took my pen) ; **niemand** sal weer kom kuier nie (no one/nobody will come to visit again) ; **enige** (mense) het darem opgedaag (some/a few (people) turned up) ; **iedereen/elkeen** moet dit hê (everyone/everybody must have it) ; **geeneen** sal so dwaas wees nie (no one/nobody would be so foolish) ; **sommige/party** (mense) glo aan spoke (some (people) believe in ghosts) ; **almal/algar** het gaan swem (all/everyone went for a swim) ; **iets** het my hoenders doodgemaak (something killed my fowls) ; daar het **niks** van gekom nie (it came to nothing/nothing came of it).

The repetition of the indefinite pronoun **one** is typical of English: **one** must see that **one** . . . . This must never be rendered : **een** moet sorg dat **een**, or : **'n persoon** moet sorg dat **'n persoon**, or : **'n mens** moet sorg dat **'n mens** . . . . The correct Afrikaans construction is : **'n mens** moet sorg dat **jy** . . . . But when **'n** is replaced by **die**, then **jy** is also replaced by **hy** : **die mens** moet sorg dat **hy** die natuurkragte gebruik (**man** must see that **he** uses the forces of nature).

Sommige is usually followed by **ander/party** : **sommige** het gaan swem, maar **ander/party** het tuis gebly (**some** went for a swim, but some stayed at home).

Enige een and **elke een** contract to **enigeen** and **elkeen,** respectively. "All people are clever ; all children are up to mischief" must not be translated as: "al mense/kinders . . . ." ; the correct form is : **alle** mense/kinders . . . ., or : **al die** mense/kinders . . . ., or : **die** mense is **almal** slim ; **die** kinders is **almal** vol kwajongstreke. Guard against the anglicism : "**all of** the children ; **all of** us . . . ." as "**almal van** die kinders ; **almal van** ons" ; the correct construction is : **die** kinders **almal, al die kinders ; ons almal.** We sometimes do employ **van,** but then in a specific meaning : **party van** ons (= not all of us, only some of us).

61 We have the following **demonstrative pronouns** in Afrikaans :
díé/hierdie (this), daardie (that), doerdie (yonder), díé/hierdie een (this one), daardie een (that one), doerdie een (yonder one), dieselfde (the same), dergelike/sulke/sodanige (such), diegene (those) :
díé/hierdie boekkas is myne (this book-case is mine) ; **daardie** inkpot is joue (that inkwell is yours) ; **doerdie** beeste behoort aan my pa (yonder cattle belong to my father — used to denote something far away from the speaker, though still visible) ; **díé/hierdie een** is hare (this one is hers) ; **daardie een** wil nie vreet nie (that one does not want to eat, e.g. a horse) ; **doerdie een** het al water gedrink (yonder one had already drunk water) ; dis altyd **dieselfde** wat gebeur (it is always the same (thing) that happens) ; **dergelike/sulke/sodanige** mense verdien baie lof (such people deserve much praise) ; **diegene** wat wil, kan kom help (those who wish to may come and help).

We usually say: **vanjaar** sal ek darem baie verrig (**this year** I shall really do much/a great deal), but for the sake of emphasis : **díé/híérdie** jaar

sal ek baie verrig. The forms **vandees**jaar/-maand/-week (**this** year/month/week) are gradually being replaced by : **hierdie** jaar/maand/week. I cannot attribute this to analogy of the emphatic form, for it is clearly due to English influence, but it has gained so much ground already that it seems useless to warn against its use. "Such things" must be translated by "**soiets**", and not **so dinge**.

62 Exercise. Translate the following sentences into Afrikaans and see that the correct forms of the pronouns are used. (If you can translate the whole sentence correctly, so much the better, but if you cannot as yet, then you must at least endeavour to have the correct equivalents for the pronouns ; these should present no difficulties as I have given all the necessary forms.)

(i) I want my knife ; it is mine, not yours or theirs. We have lost our pets, therefore we demand yours (**u**). He took her pencil as he could not find his, but she fought so much that we had to stop him from doing it. This bird is theirs, therefore they should care for it. Yesterday I met the man who helped me the other day. The parson to whom you gave the money is helping the poor. The boy of whom I took notice is gradually finding his way in life. The box in which I put the books was broken to pieces. The tree to which the monkey was chained is strong. The chair on which I sit is very comfortable. In the morning he washes, shaves and dresses himself. Nobody helps him with it, he does it himself (= niemand help hom nie, hy doen dit **self**). Peter spites himself by cutting himself. The girls are fighting one another by boxing one another's ears. Whose hat is that ? Which hat do you mean ? Who trampled on it ? This book is mine ; this one, not yonder one. See that you take that one which is the same as mine. Such hats should be made differently to prevent confusion. Anyone can do that, but not everyone can do this. One must always prepare oneself for life, otherwise one might be at a loss at some times. I have never come across such a thing in my life, but some have. Everyone is due to meet with fortune at some time or other.

(ii) At this stage you should also try to construct short sentences with each one of the various types of pronouns in Afrikaans. In this you will find enough guidance in the examples given in the preceding paragraphs. Then translate your Afrikaans sentences into English. It is especially important to see that you have the correct Afrikaans pronouns, even if the rest of the sentence is not quite correct.

B. THE ARTICLE

63 As in English, there are two articles in Afrikaans : the definite article **die** (the), and the indefinite **'n** (a), known as "die bepaalde lidwoord **die** en die onbepaalde lidwoord **'n**" — "lidwoord" is the alternative term for "artikel". The apostrophe in **'n** indicates that the vowel in Dutch **een** has been elided, becoming **'n** in Afrikaans.

These articles are used more or less in the same way as their English equivalents, i.e. **die** in more "definite" sense, and **'n** in a less "definite" sense ; e.g.

> Die man het die pen gekoop (the man bought the pen) ; 'n Man het 'n pen gekoop (a man bought a pen).

(i) Although **die** is sometimes omitted in idiomatic expressions in Afrikaans, the main rule is that it is always employed in conjunction with a noun. There are certain cases, however, to which in particular I want to draw your attention, to assist you in avoiding the most common mistakes made by foreigners in this connection : —

The date in an address appears without **die** : 25 April 1951 (25th April, 1951 — note the absence of **-ste** after 25, and of the comma after April). When used in a sentence, however, one of two ways may be employed : ek sal **25 April** kom kuier / ek sal **die** 25**ste** April kom kuier (I shall come to visit you on the 25th of April). From this it is clear that if **die** precedes the date, it is followed by **-ste** ; otherwise both **die** and **ste** are omitted.

Die must under no circumstances be omitted before **meeste** ; e.g. **die meeste** mense sê . . . . ; ek het **die meeste** punte behaal . . . . (most people say . . . . ; I obtained most marks). Omission of **the** is characteristic of English, and subsequently omission of **die** in Afrikaans must be attributed to English influence. This also applies to the following cases : in winter is dit koud ; ek het dit in skool gedoen (in winter it is cold ; I did it in school). Correct : in **die** winter . . . . ; in **die** skool . . . . (in the latter case the more idiomatic form is : op skool — in which case **die** is omitted). From this it is evident that there are certain cases where **die** is omitted : die kinders is **op** skool ; die bestuurder is **op** kantoor ; die perd staan **op** stal (the children are at/in (the) school ; the manager is in his office ; the horse is stabled/in its stable). If **die** should be used here, the meaning would be different : op die skool/kantoor/stal (on top of, i.e. on the roof of, the school/office/stable).

Die has a disjunctive function too, as may be deduced from the following pairs of examples : hy speel **heeldag** / hy speel **die hele dag** (he plays the whole day); die man woon **anderkant** die berg / die man woon aan **die ander kant** van die berg (the man lives on the other side of the mountain). "He plays all the time" is best rendered as "hy speel **die hele tyd** / hy speel **heeltyd**", and not "**al die tyd**", as the latter is regarded as an anglicism. Some Afrikaners defend this usage, but I would advise you to avoid it, even in this case, as it will only lead to further anglicisms, e.g. "al die pad" instead of the correct form : **die hele ent pad** = **end-uit** (all the way).

In some forms it is customary to insert **the** in English, but in the Afrikaans version **die** must be dropped : jy moet vuur/koffie maak (you must make **the** fire/coffee) ; in tweede instansie (in **the** second instance) ; but : in **die** tweede plek/plaas (in the second instance/place).

Note the following forms with a typical **die**, which, again, is not found in the English version : hy roep dit voor **die** gees (he calls it to mind) ; iets in **die** lewe roep (bring something into being).

Very often the use or omission of the definite article corresponds in the two languages ; e.g. hy woon in **die** Kaap/Vrystaat/Transvaal (he lives in **the** Cape/Free State/Transvaal), but : hy woon in Natal (he lives in Natal).

(ii) In contrast to English where "a" appears as a capital letter, "'n" is always written as a small letter at the beginning of a sentence in Afrikaans, but the next word begins with a capital letter.

Though less mistakes occur in connection with **'n** than with **die**, I in particular want to warn against the following :

> ons het **vir 'n** kamp/swem/wandeling gegaan (we went **for a** camp/swim/walk).

The whole construction is wrong (direct translation from English disregarding the Afrikaans idiom altogether), and it must be rendered as :

> ons **het gaan** kamp (kampeer)/swem/wandel ; i.e. instead of the indefinite article + a noun, a verbal form is used with subsequent omission of the article.

This type of mistake is typical of the Afrikaans of foreigners, and therefore you must always be cautious of direct translations.

C. NUMERALS

64 We distinguish between **hooftelwoorde** (cardinal numbers) and **rangtelwoorde** (ordinal numbers).

The following are examples of definite cardinal numbers :
een, twee, **drie**, **vier**, **vyf** (**five** — note the difference in spelling !), ses, sewe, ag(t), nege, tien, elf, twaal**f**, **dertien**, **veertien**, **vyftien** (**fifteen**), twintig, dertig, **veertig**, **vyftig**, tagtig (eighty), honder**d** ; albei/beide/altwee (both), al drie/vier/vyf (all three/four/five). Numbers between tens are linked by a hyphened **-en-** : vier-en-twintig (twenty four), vyf-en-tagtig (eighty five) tweehonderd ses-en-dertig (two hundred and thirty six).

Indefinite cardinals are : sommige/party (some), baie (much/many), verskeie (various), 'n paar (a couple), etc.

In ordinal numbers **-de** is suffixed to the root form which, in some cases, is changed slightly : tweede, **der**de, vierde, vyfde, sesde, sewende, negende, tiende, elfde, twaalfde, 13de, 14de, 15de, 16de, 17de, 18de, 19de (i.e. instead of writing the number out in full, digits may be used). In all other cases **-ste** is used : eerste, ag(t)ste, twintigste, een-en-twintigste, agt-en-sewentigste. When digits are employed instead of words, both the **-de** and **-ste** may be replaced by **-e** : 1e, 2e, etc.

Besides the definite ordinals we also have indefinite forms, e.g. die **middelste** (the middle one) ; ek het hom vir die **soveelste** keer gewaarsku (I warned him for the umpteenth time) ; die **hoeveelste** van die maand is dit ? (what day of the month is it ?), etc.

In denoting **fractions** either **-de** (in the cases enumerated above) or **-ste** (in all other cases) is used :
een-derde (one third) ; twee-ag(t)stes (two eighths) ; sewe-twaalfdes (seven twelfths) ; nege vyf-en-dertigstes (nine thirty fifths).

Time is indicated by **uur** :

> dis nou eenuur/sesuur/agtuur/twee-uur/drie-uur — the hyphen is used to avoid unsightly sequences of vowels, which often impede legibility — (it is now one/six/eight/two/three o'clock).

"Hours" (duration) is also rendered by **uur** in Afrikaans, but the spelling differs, i.e. the two words are then written separately :

> dit het my ses/agt/tien uur (not **ure**) gekos om die werk te doen (it took me six/eight/ten **hours** to do the work).

The half-hour is indicated by **half** plus the hour to follow ; e.g. 2.30 = half-**drie**, i.e. contrary to the English custom : 2.30 = half past **two**.

Otherwise our words **voor** and **oor** correspond to the English "to" and "past" :

2.45 = kwart voor drie (quarter to three) ; 5.20 = twintig oor vyf (twenty past five).

Remember : **laaste** is used to denote place or time ; e.g. hy staan laaste/ hy was die laaste daar (he stands bottom/he arrived last), but in the following cases it is used anglicistically : laas jaar/week/maand (last year/week/ month) ; correct is : **verlede** jaar/week/maand.

65 Exercise. Construct English sentences using the definite and indefinite articles, and various numerals. Then translate these sentences into Afrikaans and concentrate in particular on the correct forms of the articles and the numerals.

Translate into English : Oor 'n week sal ek vertrek na die buiteland. Ek sal moet gou maak, want die laaste skip lig sy anker binne tien dae van vandag af. As alles voorspoedig gaan, sal die reis twee weke duur. Wanneer ek daar aankom, wil ek al die Wes-Europese state besoek en na al die vernaamste plekke toe gaan. 'n Mens sal seker eers 'n bietjie sukkel om oor die weg te kom, maar naderhand sal dit makliker gaan. Ek hoop om weer teen die dertiende van die derde maand terug te kom, en as die vliegmasjien so teen half-ses hier land, sal ek nog betyds wees vir die aandete tuis.

D. THE VERB

66 I stated previously that Afrikaans is a deflecting or analytic language, i.e. very few inflexions are used, and this phenomenon is especially noticeable in connection with the verb.

In English the same form of the verb is used in the **present tense** for all persons except the 3rd person singular ; e.g. I/we/you/they **run** ; he/she/it runs. Afrikaans, however, has deflected even further :

Ek/jy/hy/sy/dit/ons/julle/hulle/u **hardloop.**

In other words, the verb in Afrikaans never changes its form to conform with person or number, as can clearly be seen from the following examples :

Ek loop huis-toe (I am walking home) ; ons skryf briewe (we write letters) ; jy sing baie mooi (you sing beautifully) ; hy roep die kinders (he calls the children) ; sy brei 'n mooi trui (she knits a pretty pullover) ; julle speel tennis en krieket (you play tennis and cricket) ; u beskryf die toneel baie goed (you describe the scene very well) ; hulle stel belang in die politiek (they are interested in politics).

67 In English the **past tense** is expressed either by **ablaut** (vowel-gradation) or by suffixing **-ed.** Verbs which change the stem-vowel to denote past tense are known as strong verbs (e.g. run—ran, swim—swam, write—wrote) ; and those which retain the stem-vowel unchanged in the past tense but suffix **-ed** to the root form are called weak (e.g. kick—kicked, kill—killed, match—matched).

In Afrikaans the tendency to level the form of the verb has been developed

almost to the extreme, i.e. with a few exceptions (which are discussed in par. 68) all verbs are formed by **prefixing ge-** in the past tense ; e.g.

loop—geloop (walk), sing—gesing (sing), skryf—geskryf (write), bring—gebring (bring), werk—gewerk (work), speel—gespeel (play).

In Afrikaans as well as in English the verbal form in the past tense is subject to no change whatever in denoting person or number :

ek **het** met die bobbejaan **gespeel** (I played with the baboon/monkey); ons **het** die lesings **afgeskryf** (we wrote down the lectures) ; sy **het** die werk goed **gedoen** (she did the work well) ; hulle **het** ons gister (kom) **besoek** (they visited us yesterday).

From the preceding examples you will also note that Afrikaans employs the word **het** in conjunction with the past participle to form the past tense :

lag—**het gelag** (laugh).

In the simple sentence this past tense form presents no difficulties :

ek **het gehuil** (I cried) ; ons **het geswem** (we swam) ; julle **het** die beeste **aangejaag** (you drove the cattle along) ; hulle **het** huis-toe **gegaan** (they went home),

if only you bear in mind that in Afrikaans the verb (past participle) reveals a very strong tendency to appear at the end of the sentence. Even in the compound sentence no obstacles will be found if careful attention is paid to the word-order, which actually constitutes the greatest difficulty for the stranger, e.g. :

when I came home I washed my hands = toe ek by die huis **gekom het, het** ek my hande **gewas** ; after we had finished our work you came along = nadat ons ons werk **klaargemaak het, het** jy **gekom.**

From these examples two points are evident : (1) after a conjunctive (when, after, etc. = **toe, nadat**, ens.) the **het** follows the past participle, but (2) for the second sentence it once more appears in the normal order, i.e. it precedes the verbal form.

Instead of **het** the past tense may also be expressed by **is** or **was** in conjunction with the past participle. This occurs mainly in the passive voice [cf. par. 72 (iii)].

68 Exceptions to paragraph 67

(i) The past tense of the following verbs is formed by vowel-gradation :

het—gehad (have), **is**—**was**, **sal**—**sou** (shall/will), **kan**—**kon** (can), **wil**—**wou** (will), **mag**—**mog** (may), **dink**—**dag/dog** (think), **weet**—**wis** (know). The verb "moet" changes the final consonant : **moes.**

Compare the following examples :

Ek **het** 'n boek—ek het 'n boek **gehad** (I had a book) ; ons **is** in die stad—ons **was** in die stad (we were in town) ; hy **sal** die koerant koop —hy **sou** die koerant koop (he would buy the newspaper) ; Jan **kan** die motor bestuur—Jan **kon** die motor bestuur (John could drive the car) ; Maria **wil** vanmiddag by haar vriendin gaan speel—Maria **wou** vanmiddag by haar vriendin gaan speel (Maria wanted to/

would play at her friend's this afternoon) ; julle **mag** dit nie doen nie —julle **mog** dit nie doen nie (you were not allowed to/could not do it) ; Piet **dink** dat hy gelyk het—Piet **dag/dog** dat hy gelyk het (Peter thought that he was right) ; ons **weet** dat ons gaan wen—ons **wis** dat ons sou wen (we knew that we would win) ; jy **moet** vanmiddag klasloop—jy **moes** vanmiddag klasloop (you had to attend/ should have attended classes this afternoon).

The preceding are the only verbal forms which have retained vowel-gradation (ablaut) in the past tense. (We also have a limited number of past participles used as adjectives which display vowel-gradation, as they were derived from the ablaut forms of strong verbs ; but although we have retained these past participles, the strong verbs themselves have been levelled in Afrikaans, i.e. converted into weak verbs, so that these derivative adjectival forms may be regarded as "archaistic" residues. These will be dealt with in full under the „Adjective".)

(ii) Verbs beginning with the following prefixes do not take **ge-** in the past tense :
be-, ge-, er-, her-, ont-, ver- ; e.g. begin—het begin, bereik—het bereik (reach, attain) ; gesels—het gesels (converse), genees—het genees (heal) ; erken—het erken (admit, acknowledge), ervaar—het ervaar (experience) ; herken—het herken (recognize), herinner—het herinner (remind) ; ontsnap—het ontsnap (escape), ontspan—het ontspan (relax) ; verstaan—het verstaan (understand), verslaan—het verslaan (defeat).

(iii) **Inseparable compound verbs** never have **ge-** prefixed in the verbal form for the past tense.

A compound verb consists of the root form of the verb with a preposition or other part of speech affixed to it. Of the prepositions the following are the most commonly used :
aan (on), af (down), agter (behind), binne (in/inside), bo (above), buite (outside), by (at), deur (by), in (in), mee (with), na (to), om (round), onder (under/beneath), oor (over), op (up), teen (against), tussen (between), uit (out), verby (past), voor (in front).

Remember that prepositions in any language usually have more than one definite meaning, as will appear from the chapter on the **Vocabulary**. The verb **loop**, for instance, may be suffixed to each of these prepositions, thus forming compound verbs, e.g.
aanloop (keep on walking), afloop (walk down), agterloop (walk behind), inloop (walk in), etc.

Also compare the following examples where other parts of speech are affixed to verbal forms to form compound verbs :
asemhaal = asem + haal (breathe = noun + verb), spekskiet = spek + skiet (to fib = noun + verb), doodbrand = dood + brand (burn to death = adverb + verb), etc.

When the compound verb takes the stress on the first part, it is separable, i.e. the past tense is formed by infixing **ge-** :
ásemhaal—asem**ge**haal, spèkskiet—spek**ge**skiet, ìnloop—in**ge**loop, àfspring —af**ge**spring.

In the present tense and the infinitive also the component parts may be separated :

hy hou aan om **af** te **spring** (he keeps on jumping down) ; hy **skiet spek** (he lies/fibs) ; ons **loop** in die huis **in** (we walk into the house).

If, however, the compound verb has the stress on the **final** syllable, it is **inseparable** and never takes **ge-** in the past tense : agtervolg—het agtervolg (persecute/persue), oortree—het oortree (trespass), voltooi—het voltooi (complete/finish) ; e.g.

Ek is nie tevrede nie, jy moet die suiker **óór**weeg ; hy het dit toe óór**ge**weeg (I am not satisfied, you must weigh the sugar again ; he then weighed it again) ; ek sal jou voorstel weer oor**wéég**, alhoewel ek dit reeds dikwels **oorwéég** het (I shall consider your proposal again, although I have already considered it quite often) ; ons sal moet **óór**trek al is die rivier vol ; hy is egter nie te vol om **óór te trek** nie, want Jan-hulle **het** reeds óór**ge**trek (we shall have to cross although the river is full ; but it is not too full to cross because John and his party have already crossed it) ; jy **het** jou bankrekening oor**trèk** en tog het ek jou gewaarsku om dit nie te **oortrèk** nie (you have overdrawn your banking account and yet I warned you not to overdraw it).

These examples may be multiplied, yet it is impossible to be exhaustive ; but by paying careful attention to the two types of verbs (separable and inseparable) as you progress in Afrikaans, you will gradually become more proficient in distinguishing between them.

69 The **future tense** is formed mainly by employing **sal, kan, mag, wil, moet,** although **sal** is used mostly :

Ek sal/kan/mag/wil/moet stad-toe gaan (I shall/can/may/will/must go to the city).

Though most of these verbal forms denote future tense, they may also be employed in a present tense meaning.

70 Instead of the preceding forms of the various tenses, Afrikaans is gradually revealing a growing tendency to employ what we may term "modal words" (vorm-woorde) to denote the tense, as will appear from the following : —

Present : ek is **aan** die skrywe (I am writing, i.e. I am busy writing at this moment) ; hy is **aan** die slaap (he is sleeping/asleep) ; ons is **besig** om te werk (we are busy working) ; julle skryf **nog** (you are still writing).

Past : (i) Toe ek gister van die skool af kom, het ek twee katte sien baklei. Die grote het die kleintjie aan die nek gegryp en hom gebyt totdat hy bewusteloos was ; daarna het hy hom op die grond neergegooi, op hom gestaan en hom gekrap. Die kleintjie het skielik orent gespring, die grote aan sy oor gehap en getrek totdat hy met die oor in sy bek weggehardloop het, terwyl die grote geprobeer het om die plek waar die oor was te lek.

(ii) **Toe** ek **gister** van die skool af kom, sien ek twee katte baklei. Die grote gryp die kleintjie aan die nek en byt hom tot hy bewusteloos is ; **daarna** gooi hy hom op die grond neer, staan op hom en krap hom.

Die kleintjie spring **toe** skielik orent, hap die grote aan die oor en trek tot hy met die oor in sy bek weghardloop, terwyl die grote probeer om die plek te lek waar die oor was. (As I came from school yesterday I saw two cats fighting. The bigger one seized the little one by its neck, bit it until it was unconscious ; after that it threw it — the little one — down on the ground, stood on top of it and scratched it. The little one suddenly jumped up, snapped the bigger one's ear and pulled until it ran away with the ear in its mouth, while the bigger one tried to lick the place where the ear had been.)

The second form in Afrikaans, known as the **Historic Present Tense**, is usually employed when relating something out of the past. Although past tense forms are used occasionally in the above anecdote, it is mostly present tense forms that are employed in conjunction with the modal words, as these are felt to be sufficient to indicate the tense. You will note that this form is not only easier, discarding cumbersome "full" forms, but it also adds liveliness to one's style. This form is especially recommended when the contents of a book are discussed or summarized. Various modal words may be used to denote tense while the form of the verb remains as for the present tense. This also applies for the future tense :

Môre gaan ek dorp-toe, **dan** kom ek sommer by jou langs ; sorg nou dat jy gereed is, anders kom ons te laat by die viswater aan, en jy weet as dit eers laat is, byt die visse nie, en **dan** kom ons dalk weer huis-toe sonder iets. (To-morrow I shall go to town, and then I will come round to your place ; now see that you are ready, otherwise we shall reach the fishing waters too late, and you know when it is rather late, the fish won't bite, and perhaps we shall again return home without anything.)

Once you have become proficient in the use of these modal words, you will find that your Afrikaans will be more supple, i.e. less rigid, as a result of discarding the formal means of expressing the various tenses. Then Afrikaans will soon lose its strangeness to you and you will enjoy the new colour it lends to your work in Afrikaans.

71 In Afrikaans we have also discarded the **perfect** form of the verb. Compare "I have built a house" (perfect) with "I built a house" (imperfect) in English. In Afrikaans this is expressed by means of the imperfect only :

ek het 'n huis gebou.

To express the perfect, we have to use modal words again :

ek het al/reeds/alreeds/lankal/kortgelede/nou net/sopas/onlangs 'n huis gebou.

But we have retained one form for the perfect, viz. **was** :

toe hy daar kom, **was** sy broer al weg (when he arrived there his brother **had** left already).

This form (in reality a pluperfect) will be discussed again in paragraph 72 (iii).

You must also take note of the following forms for the future tense :

Ek **sal** werk-toe **gaan** (I shall go to work) ; wanneer jy hier aankom, **sal** ek al **gegaan het** (when you arrive I shall have already gone) ; hy het beweer dat ek **sou gaan visvang** (he alleged that I would go fishing — i.e. an uncertainty) ; volgens hy my vertel, **sou** hy die werk **klaargemaak het** (according to him he would have had completed the work).

These forms are not used very often in everyday speech, and I mention them only for the sake of completeness.

72 (i) As in English the verb in Afrikaans may be **transitive** (take an object) or **intransitive** (oorganklik of onoorganklik) ; e.g.
Ek kook die kos (I cook the food) — die water kook (the water boils) ; hy skop die bal (he kicks the ball) — hy skop in die lug (he kicks in the air).

(ii) We also distinguish four **moods** (wyse) : —

Indicative mood (indikatiefmodus of aantonende wys) — a rendering of the action as a fact in the past, present or future —, e.g. :

ek vang die seun ; ek het die seun gevang ; ek sal die seun vang (I catch the boy ; I caught the boy ; I shall catch the boy).

Subjunctive mood (subjunktiefmodus of aanvoegende wys) — expressing the action as an uncertainty, a possibility, a wish, etc. —, e.g. :

dit sy so (so be it) ; lank lewe die vors (long live the monarch) ; hy kan nog vanaand kom (he may still come tonight) ; dis twyfelagtig of hy nog sal kom(it is doubtful whether he will still come) ; ek veronderstel dat hy sal gaan (I presume that he will go).

Imperative mood (imperatiefmodus of gebiedende wijs) — an order, request, etc. —, e.g. :

staan op ! (wake up stand up !) ; laat staan mij ! (leave me alone !).

Infinitive mood (infinitiefmodus of onbepaalde wys) :

speel is gesond (to play is healthy) ; baie werk is ongesond (much work is unhealthy).

(iii) In Afrikaans there are also two **voices** (vorme) :

Active voice (bedrywende vorm) :

Piet skryf die brief (Peter writes the letter) ; ons verkoop die papegaai (we sell the parrot) ; die kind sal die hoenders gaan haal (the child will fetch the fowls) ; Andries het die kuikens geslag (Andrew slaughtered the chickens) ; hulle sou die bal geskop het (they would have kicked the ball) ; hy het die skoen geskeur (he tore the shoe).

Passive voice (lydende vorm) :

die brief **word deur** Piet geskryf (the letter **is** written **by** Peter) ; die papegaai **word deur** ons verkoop (the parrot is sold by us) ; die hoenders **sal deur** die kind **gehaal word** (the fowls will be fetched by the child) ; die kuikens **is deur** Andries **geslag** (the chickens were slaughtered by Andrew) ; die bal **sou deur** hulle **geskop gewees het** (the ball would have been kicked by them) ; die skoen **is deur** hom **geskeur** (the shoe **was** torn by him).

Note : In the passive voice one uses **is** in English, but **word** in Afrikaans ; in the past tense **was** (**were**) in English, but **is** in Afrikaans. In the latter case **was** is used in Afrikaans only to denote the pluperfect : toe ek daar gekom het, **was** die bal **reeds geskop** deur die kind (when I arrived there the ball **had already been** kicked by the child). The use of **was** in sentences like : hy was gebore in 1920 ; dit was deur my geskrywe ; dit was deur hom gedoen (he was born in 1920 ; it was written by me ; it was done by him) is wrong (due to English influence) in Afrikaans, and **was** must be replaced by **is** ; but in sentences like : hy was weg ; ons was daar (he was away ; we were there), i.e. in the active voice, **was** is correct in Afrikaans.

Also note the characteristic **deur** in the passive voice. Do not replace this by Afrikaans "by".

(iv) In concluding this exposition on the verb I want to draw your attention in particular to the use of the **infinitive**.

In English **to** is employed, but in Afrikaans **om te** :

> jy weet wat **om te** doen (you know what **to** do) ; **om te** hardloop is gesond (**to** run is healthy).

But the Afrikaans **te** (to) is not always preceded by **om** ; there are exceptions, viz. :

after the prepositions **deur** and **met** the **om** is dropped :

> **deur te** skreeu kry jy niks nie (by screaming you obtain nothing) ; hou aan **met** die werk **te** doen (keep on doing the work) ;

also after the following verbs :

> behoort, hoef, is, was, sal, wees, skyn, lyk, meen : jy **behoort** die werk **te** doen (you ought to/should do the work) ; jy **hoef** dit nie **te** doen nie (you need not do it) ; die huis **is te** kope (the house is for sale) ; dit **was** nie gister **te** kope nie ; daar **sal** baie **te** doen wees (there will be much to do); dit **skyn** moeilik **te** wees (it appears to be difficult); dit **lyk** maklik **te** wees (it seems to be easy) ; hy **meen** dit **te** kan doen (he means/thinks to be able to do it).

Otherwise the infinitive is always expressed by **om te** in Afrikaans. In other words, the English **to** (excluding the exceptions enumerated above) is rendered by **om te** in Afrikaans.

73 Exercises.

(i) Rewrite the following in the past tense :

Ek loop in die tuin (garden) rond waar ek kyk na al die blomme (flowers) wat ek geplant het. Die meeste van die plante groei pragtig en dis wonderlik om die mooi kleure (colours) te sien : die ligroos (pink) van die angeliere (carnations) tussen die fluweelrooi (maroon) van die leeubekkies (snap-dragons) wat oral tussen dalias en vuurpyle (red-hot pokers) staan. Die rose is al aan die afneem (going off), maar tog is daar nog enkele knoppe (buds) wat ontvou. Ek verwag nou egter enige tyd dat dit sal begin ryp (frost) en dan is dit gedaan met al die skoonheid (beauty) van my tuintjie. [Begin : Ek het in die tuin rondgeloop, waar ek gekyk het . . . .]

(ii) Rewrite the same paragraph in the historic present tense, beginning : Gister loop ek in die tuin rond waar ek toe kyk na al die blomme . . . .

(iii) Now rewrite it in the future tense :

Môre sal ek in die tuin rondloop, waar ek na al die blomme wat ek geplant het, sal kyk. Die meeste van die plante sal . . . .

(iv) Rewrite the following paragraph, first in the present tense and then in the future tense :

Verlede maand gaan ek eendag vir my oupa kuier wat toe vir my wys wat hy besig was om te maak ; dit was 'n klein skippie wat presies soos die **De Goede Hoop** lyk, dit wil sê die een skip waarmee Van Riebeeck en sy mense na Suid-Afrika toe gekom het. Oupa vertel my toe dat hy nog altyd gehoop het dat hy op 6 April 1952 ook die driehonderdjarige herdenking van die volksplanting in Suid-Afrika sou kon bywoon. Waaroor ek toe die meeste verheug was, was dat Oupa vir my belowe het om die skippie ná die feesviering aan my te skenk.

Present tense : Ek kuier vandag by my Oupa wat vir my wys wat hy besig is om te maak ; dit is . . . .

Future tense : Ek sal een van die dae vir my Oupa gaan kuier wat vir my sal wys wat hy besig sal wees om te maak ; dit . . . .

(v) Rewrite the following paragraph, first in the present and then in the past tense :

Ek sal môre na die Universiteit toe gaan waar ek die lesings van die beroemde (famous) professor in Taalkunde sal bywoon. Hy sal praat oor die groei en ontwikkeling van taal, en dit behoort interessant te wees. Teen hy klaar gepraat sal hê, sal ek darem heelwat meer weet oor die lewe van taal. Dit sal vir my 'n groot voorreg wees om hierdie beroemde man te hoor praat. Hy is alreeds baie oud en hy sal seker nie lank meer sulke groot getalle studente om hom kan versamel nie. Almal wat hierdie lesing sal bywoon, sal dit die res van hulle lewe onthou.

Present tense : Ek gaan na die . . . ., waar ek . . . . in Taalkunde bywoon. Hy praat oor . . . .

Past tense : Ek het na die Universiteit toe gegaan, waar ek . . . . bygewoon het.

E. THE NOUN

74 The noun (selfstandigenaamwoord) in Afrikaans is one of the parts of speech which still displays inflexions to denote number, gender, diminution, etc. As these inflected forms, as well as their spelling, present some difficulties to strangers learning Afrikaans, I shall not furnish the rules beforehand, but instead I shall devote a few paragraphs to exercises from which you will be able to deduce the rules yourself.

75 Formation of the plural.

(a) Skryf die meervoudsvorme van die volgende woorde (write down the plural forms of the following words) :

(i) baan, daad, haan, naam, naat, saak, taak, taal, traan, vraat ; e.g. straat—strate. [How many **a**'s are there in the singular forms ? In the plural forms ? Find ten more such nouns with **aa** in the singular and write down their plural forms.]

(ii) Soos die vorige oefening (as for the previous exercise) : been, leek,

meer, neef, seer, steen, sweep, veer; e.g. wees—wese (orphan). [Beantwoord nou die vrae soos onder (i) = Answer the questions as under (i).]

(iii) Soos die vorige oefening: boom, boor, kool, koor, rook, sool, soom, toon; e.g. skool—skole. [Vrae soos onder (i).]

(iv) Soos die vorige oefeninge: buur, kuur, muur, uur, vuur; e.g. skuur—skure. [Vrae soos onder (i).]
[What new letter was added every time in the plural form in the preceding exercises? What letter was dropped every time?]

(b) Skryf die meervoudsvorme van die volgende woorde:

(i) kan, kat, lat, man, mat, rak, sak, tak, van, val; e.g. rat—ratte (cog-wheel). [How many **a**'s are there in the singular forms? In the plural? How did you form the plural? Did you add extra letters? If so, what letters? What letter was doubled in the plural form? What difference do you notice between the plural forms of this exercise and those of the previous exercises? What rule can you deduce from this? See if you can find ten more words with **a** in the singular form, and then write down their plural forms.]

(ii) Soos die vorige oefening: bek, gek, hen, ken, nek, pen, rem, vel, vrek; e.g. stem—stemme (voice). [Beantwoord vrae soos onder (i).]

(iii) Soos die vorige oefeninge: bok, bol, bom, kol, mol, som, stok, tol; e.g. rok—rokke (dress). [Vrae soos onder (i).]

(iv) Soos die vorige oefeninge: gil, mik, pik, pil, pit, rib, rit, sin, tik, vin; e.g. lit—litte (joints). [Vrae soos onder (i).]

(v) Weer (again) soos die vorige: bul, hut, juk, kus (kiss), mud, nuk, nul, put, ruk; e.g. stut—stutte (prop, support). [Vrae soos onder (i).]

(c) Skryf die meervoudsvorme van die volgende selfstandigenaamwoorde:

(i) saag, vraag; bedrag, dag, slag, vlag; weg; boog, oog; wig; tyd; e.g. sae, bedrae, weë, boë, wîe, tye. (Note that the diaeresis is used only after *e* and **o**, and not after other vowels.)

(ii) klag, krag, mag, nag, skag, vrag; kneg, reg; lig; sug, vrug; e.g. bog—bogte (bay, bight). [With which letter do the words in these two exercises end in the singular? Is there any difference in the formation of the plural in these two exercises? What is the difference, if any? Can you explain it? By comparing these words with their Dutch equivalents you will find that those under (ii) end in **t** in the singular form, therefore in the inflected form, i.e. in the plural, the **t** is used again; but those in (i) have no **t** in the root form, and therefore no **t** in the inflected forms. In most cases English may be of some help to you, as many of the English equivalents in (ii) also have a **t**: complaint, might, night, fruit, etc.]

(iii) gif, rif, sif; lof, mof, skof, stof; straf; e.g. gif—giwwe (but: graf—grafte). [With which letter do the singular forms end? What happens in the plural?]

(iv) graaf, naaf, raaf, slaaf; kreef, teef; kloof, roof, stoof; brief, dief, grief; duif, druif, kuif; golf, kolf, wolf; e.g. gleuf—gleuwe (groove, slit). [With what letter do the singular forms end? What happens in the plural? What difference, if any, is there between the plural forms of (iii) and (iv)? What is the difference between the vowels of the singular forms in (iii) and (iv)? Pay particular attention to the last three words.]

(v) gas (guest), kas, las (weight), mas ; nes, pes ; kis, lis (a ruse, cunning), mis ; bors, kors, vors, wors ; kus (coast), lus ; e.g. nes—neste.

(vi) bas, das, gas (gas), jas ; les, mes, ses, lis (noose), bos, klos, os ; bus, kus (kiss), Rus ; e.g. tas—tasse (satchel). [With what letter do the singular forms of the last two exercises end ? What is the difference in the formation of their respective plural forms ? Can you explain this difference ? Cf. (ii).]

(d) Skryf die meervoudsvorme van die volgende woorde :

(i) fee, see, slee, tree, twee, wee ; bv. fee—feë (fairy). [How is the plural formed ? In what respect does it differ from the singular ?]

(ii) damp, kamp, kramp, lamp ; amp, manuskrip ; bv. stamp—stampe (a push/knock/blow), amp—ampte (function, post). [In what way do the plural forms of the first four words differ from those of the last two ? Can you explain this ?]

(iii) broer, man, neef, niggie, oom, ouma, oupa, seun, suster, tante ; bv. oom—ooms (uncle). [What would you call these words ? How did you form their plurals ? Do you know more of this type ?]

(iv) Note the following plural forms : tier—tiers/tiere, maat—mate (measurements)—maats/maters (mate), saal—sale (halls)—saals (saddles), smid—smede/smids, leeu—leeus, roer—roers (rifles), kok—koks/kokke (cooks), spreeu—spreeus (starling), eeu—eeue (centuries), meeu—meeue (gull, sea-mew).

(e) Soos die vorige oefeninge :

(i) barbier, generaal, gierigaard, kaptein, kolonel, korporaal, skuldenaar, wewenaar, wreedaard ; bv. barbier—barbiers.

(ii) beswaar, fontein, gevaar, kwartaal, kwartier, liniaal, manel ; bv. beswaar—besware. [In what respect do the words in (i) and (ii) differ as to what they denote ? What is the difference, if any, in the formation of the plural forms ? See if you can find more words belonging to each of these groups, and write down their plural forms.]

(iii) aankomeling, beskermling, ellendeling, huurling, leerling, liefling, nuweling, sendeling, vreemdeling ; bv. stedeling—stedelinge (townsman). [What is the last syllable of these words ? How do you form the plurals ? Can you find more examples of such words ?]

(iv) gang, slang, wang ; kring, ring ; fraaiing, kaiing, piering, rotting ; bv. stang—stange (bit, rod, bar) ; bedenking, besitting, uitvinding, vergadering ; bv. bevinding—bevindinge/bevindings. [Write down your own deductions. In what respect, as to meaning, do these words differ from those in (iii ?)]

(v) akteur, inspekteur, operateur ; bv. akteur—akteurs ; bibliotekaris, argivaris, notaris, sekretaris ; bv. argivarisse. [You can again easily form your own rules.]

(vi) begeerlikheid, besigheid, geaardheid, gekheid, heerlikheid, malheid, moeilikheid, swakheid ; bv. verdienstelikheid—verdienstelikhede (merit/meritoriousness). [Formulate the rule applicable in this case.]

(vii) pá, má, karbá, buró, kadó, kommàndo ; bv. pá—pá's (but : oúpa, oúma—oupas, oumas). [What factor causes the difference in the plural forms between the last two words and the others ? Remember the plural form of **kommando** is also written with an apostrophe **s**.]

(viii) a, b, d, k, t, v, y ; bv. a—a's (but : s—esse, x—ekse) ; Du Toit, Van der Walt, Van der Merwe, De Lange ; bv. Du Plooy—Du Plooy's, Du Toit—Du Toits, Van der Merwe's. [The rule is easily deduced from these relevant examples.]

(f) The following nouns have irregular plural forms, which must be learned by rote :

(i) kind—kinders, kalf—kalwers, lam—lammers, maat—mate/maats/maters, klip—klippe/klippers, goed—goedere/goeters (consult your dictionary for the meanings of "klippers, goeters"), lied—liedere, volk—volkere/volke.

(ii) lewe—lewens, nooi—nooiens, nôi—nôiens, vrou—vroue/vrouens, vark—varke/varkens, rug—rûe/rûens/rugge, wa—waens, hoof—hoofde, hof—howe, hemp—hemde.

(iii) doel—doele/doeleindes (difference in meaning), seën—seëninge, buurman—bure, Engelsman—Engelse, Fransman—Franse, Boesman—Boesmans, timmerman—timmermans.

(iv) bad—badde/baddens, blad—blaaie, pad—paaie, gat—gate, glas—glase, vat—vate, god—gode, gebod—gebooie, sog—sogge/sôe, lid—lede, stad—stede, skip—skepe, spel—spele, gebed—gebede, heiden—heidene, christen—christene, engel—engele, christin—christinne.

76 Diminutives.

(a) Skryf die verkleinwoordjies van die volgende selfstandigenaamwoorde (write down the diminutives of the following nouns) :

(i) eeu, leeu, meeu, spreeu ; kou, mou, pou, tou, vou ; fooi, kooi, ooi, sooi, vlooi ; see, twee ; bv. eeu—eeutjie. [How do you form the diminutive ? With what letter do these nouns end in the singular ? What do we call this type of letter ? Can you enumerate all the letters belonging to this type ? Do any of these letters change in the diminutive forms ? What is the rule for diminutives in this case ? Remember **ma** and **pa** are changed into the diminutive form in the same way, but the vowel is doubled ; m**aa**tjie, p**aa**tjie.]

(ii) band, brand, hand, land, rand, stand, tand ; raad, saad ; lied, mied ; hoed ; bond, grond, hond, mond, stond ; boord, koord, moord ; boud ; bv. bandjie, grondjie, boudjie. [What is the last letter in each one of these words ? How do you form the diminutive form ? Rule ? In what respect does the suffix in (i) differ from that in (ii) — note : eeu-tjie / band-jie ?]

(iii) maat, naat ; kat, lat, mat, kant ; reent ; koerant ; grot, krot, mot, pot, rot, sot, strot ; bv. maatjie, katjie, potjie. [What is the last letter of each one of these words ? How did you form the diminutive ? Why is the suffix **-jie** and not **-tjie** ? In what way does (ii) differ from (iii) in this respect ?]

(b) Soos vir die vorige oefening :

(i) baal, kraal, nael, paal, saal, taal ; stapel, lepel, klepel ; siel ; smoel, stoel ; byl, keil, myl, seil, vyl ; bv. baaltjie, smoeltjie, vyltjie.

(ii) bal, dal, stal, val ; bel, spel, stel, vel ; bol, knol, kol, mol, pol, tol ; bul, nul, vul ; gil, skil, spil ; kolonèl, hotèl, manèl ; bv. balletjie, belletjie, kolonelletjie. [Compare the diminutives of (i) with those of (ii). What difference do you notice ? Does the length of the sounds in (i) differ from that in (ii) ? If so, can you explain the difference between the diminutive forms ?]

(iii) baan, haan, kraan, maan, traan ; been, steen ; boon, kroon, loon, toon, troon ; skoen, soen ; kantien, masjien, tien ; tuin ; baken, laken ; e.g. baantjie, troontjie, masjientjie.

(iv) kan, man, pan, van ; hen, ken, pen ; non, son, ton ; sin, vin ; bv. spannetjie. [Vrae soos vir (i) en (ii).]

(v) baar, haar, paar ; laer ; beer, heer, keer, leer, meer, seer, speer, veer ; bier, dier, lier, mier, nier, tier ; boer, broer ; boor, koor, Moor, Noor, voor ; kuur, muur, vuur ; moeder ; bv. baartjie, veertjie, kuurtjie, moedertjie.

(vi) kar, nar, spar, ster ; bv. karretjie (but : skêr—skêrtjie = pair of scissors). [Vrae soos vir (i) en (ii).]

(vii) faam, naam, raam ; kiem, Miem, priem, riem ; boom, stoom ; duim, pruim, skuim ; bv. naampie, Miempie, skuimpie.

(viii) dam, ham, kam, kram, lam, ram, stam ; lem, rem ; kim, skim ; bom, kom ; bv. dammetjie, lemmetjie. [Weer al die vrae soos vantevore.]

(ix) arm, asem, wasem, besem, skelm, skerm, swerm, boesem, wurm ; bv. armpie, besempie, swermpie, boesempie. [In what way do these root forms differ from those in (vii) ?]

(x) betaling, garing, laning, varing ; herhaling, vermaning ; piering, viering ; doring, koning, koring, woning, rotting ; bv. vermaninkie, betalinkie.

(xi) gang, rang, slang, stang, wang ; ding, ring, kring, banneling, skommeling, vreemdeling ; bv. gangetjie, kringetjie, bannelingetjie. [Give the difference between the diminutive forms for (x) and (xi). Explain it, by taking particular note of the stress, especially for the last three words in (xi).]

(c) Soos die vorige oefeninge :

(i) baas, haas, kaas ; gees, kees, pees, vrees ; doos, Koos, kroos ; bv. basie, Kosie.

(ii) bas, das, gras, kas, las, mas, pas ; es, les, mes, nes, pes, ses, tes ; bos, gros, pos, tros, vos ; bus, kus, mus, lus ; kis, lis, mis, vis ; bv. bassie, possie, mussie, missie. [How does the vowel sound in (i) differ from that in (ii) ? Difference between the diminutives in the two groups ? With what letter do the root forms end ? What happens to this letter in the diminutive in (i) ? In (ii) ? Formulate your rule for both cases.]

(iii) dans, gans, kans, lans, skans, trans ; mens, spens, trens, wens ; dons ; guns, kuns ; Geus, neus, reus ; buis, huis, luis, muis, vuis ; bars, gars ; bors, kors, wors ; kers, vers ; wals, pols ; bv. dansie, Geusie, vuisie, worsie, polsie. [How are the diminutives formed ? In what respect does this exercise differ from the preceding two ?]

(iv) kraak, saak, taak ; leek ; rook ; bv. sakie.

(v) bak, dak, pak, rak, sak, tak, vak ; bek, dek, rek, vrek ; bok, hok, kok, nok, rok, stok ; mik, pik, tik ; nuk, stuk ; bv. dakkie. [Vrae soos onder (ii).]

(vi) bank, stronk, vink ; balk, valk, kelk, dolk, kolk, volk, wolk ; hark, mark, park, vark, kerk, merk, werk, kurk, skurk ; bv. wenkie, dolkie, markie. [How did you form the diminutives ? Is there any difference between this exercise and the preceding two ? Rule ?]

(vii) kaap, knaap, raap, swaap ; keep, seep, sweep ; koop, knoop, loop, stroop ; bv. knapie.

(viii) hap, kap, lap, pap, sap ; knip, lip ; dop, kop, skop, strop ; bv. prop—proppie. [Vrae soos vir vorige oefeninge.]

(ix) kamp, kramp, lamp, ramp, stamp, hemp ; welp, skulp ; serp, slurp ; bv. stomp—stompie. [Enumerate the differences between this exercise and the preceding two. Note the spelling of the singular forms.]

(d) Soos die vorige oefening :

(i) kraag, maag, saag, vraag, deeg, boog, voog ; bv. kraag—kragie.

(ii) dag, klag, lag, nag, skag, slag, vlag, wag ; lig, plig, wig ; bog, sog ; klug, lug, rug, sug, vrug ; bv. dag—daggie. [Vrae soos by die vorige oefeninge.]

(iii) galg ; berg, borg, sorg, burg ; bv. berg—bergie. [In what respects does (iii) differ from the preceding two exercises in root forms, and in the diminutives ? Rule ?]

(e) Soos die vorige oefeninge :

(i) naaf, raaf, skaaf, slaaf ; kreef, neef, teef ; kloof, stoof ; bv. kloof—klofie.

(ii) blaf, graf, kaf, staf ; mof, skof, stof ; bv. blaf—blaffie. [Vrae soos by die vorige oefeninge.]

(iii) kalf, salf ; gerf, kerf, nerf, werf, korf ; bv. kerf—kerfie. [Enumerate the differences between this exercise and the previous two. Rule ?]

(f) The following irregular diminutives must be learnt by rote :

(i) blad—blaadjie, pad—paadjie ; gat—gaatjie, vat—vaatjie. [Which words take **d** and which **t** in the diminutive forms ? Can you explain this ?]

(ii) wa—waentjie, lewe—lewetjie x lewentjie, nooi—nooitjie x nooientjie, nôi—nôientjie ; glas—glasie ; spel—spelletjie x speletjie.

77 Gender.

(a) To denote gender the most common prodecure consists in deriving the feminine form from the masculine, but in the following cases different terms are employed to distinguish between masculine and feminine gender :

> pa—ma, seun—dogter, man—vrou, skoonseun—skoondogter, neef—niggie, stiefvader—stiefmoeder, swaer—skoonsuster, oom—tante, oupa—ouma, peetoom—peettante, strooijonker—strooimeisie, baas—nooi, broer—suster, jongetjie—meisie, meneer—mevrouw/mejuffrou (mrs/miss), jong—meid, kleinjong—kleinmeid, bruidegom—bruid, buurman—buurvrou, wewenaar—weduwee ; beer—sog, bul—koei, haan—hen, hings—merrie, ram—ooi, reun—teef. [These forms must be memorized. Also compare the English equivalents.]

(b) Skryf die vroulike vorme van die volgende (write down the feminine forms for the following) :

(i) ysbeer, tsaar ; boer, herder, keiser, neger ; koning ; christen, heiden ; bv. ysberin, negerin, christin.

(ii) held, vriend, god, waard ; graaf, wolf ; vors ; esel, gesèl ; bv. heldin, gravin, vorstin, eselin, gesèllin. [What suffix is employed to denote the feminine forms in these two exercises ? Why do **ee** and **aa** in **ysbeer, tsaar, graaf** change to **e** and **a**, respectively, in the feminine forms, but not in **waard** ? Note the change of final **-f** to **-v**. Can you explain the **t** in **vorstin** ?

All these words, except **gesèl** — on account of this the **l** is doubled in the feminine form — have the stress on the first syllable, but in the feminine form it shifts to the suffix.]

(c) Soos die vorige oefening :

(i) bedelaar, dienaar, kunstenaar, eienaar, huigelaar, martelaar, minnaar, sondaar, towenaar, leuenaar, skuldenaar, handelaar, redenaar, moordenaar; bv. bedelares, sondares. [What suffix is used for the masculine forms ? For the feminine forms ? Why does **aa** change to **a** in the feminine form ?]

(ii) digter, heerser, danser, huurder, sanger, onderwyser; baron, prins ; profeet; voog ; bv. digteres, barones, profetes, voogdes. [Note the difference in suffix for the two genders. Never write the feminine form with **ss** as in English ! Pay particular attention to the last two forms ; the **d** in **voogdes** is inserted for the same reason as **t** in **vorstin** — this was explained in connection with the plural forms.]

(d) Skryf die manlike vorme van die volgende (write down the masculine forms of the following) :

(i) bakster, werkster, tikster, helpster, dobbelaarster (note this form in particular) ; leidster, speelster, verpleegster, spreekster, skryfster ; bv. bakker, leier, speler, skrywer. [These forms are all derived from verbs. Note the difference in suffixes for the two genders ; also modifications other than the suffixes.]

(ii) notaresse, sekretaresse ; bv. notaris.

(iii) eggenote, studente, presidente, pianiste ; orreliste ; prinsipale, erfgename, tesouriere ; bv. eggenoot, pianis, prinsipaal. [Enumerate the differences between the forms for the two genders. Can you explain the **t** in **pianiste, orreliste ?**]

(iv) aktrise, donatrise, inspektrise, testatrise, redaktrise, eksekutrise, direktrise, operatrise, desertrise ; bv. akteur, deserteur. [Rule ?]

(v) eksaminatrise, kuratrise, lektrise, monitrise, prosekutrise ; bv. kurator. [Rule ? In what respect do the masculine forms differ from those in (iv) ?]

(d) Skryf beide die manlike en die vroulike geslag van die volgende **gemeenslagtige** selfstandigenaamwoorde (write down both the masculine and the feminine forms for the following nouns denoting common gender) :

(i) bees, bok, skaap, perd, hoender, lam, kalf, vul, wildsbok, donkie, olifant, seekoei, sebra ; bv. bees : bul—koei, lam : ooilam—ramlam, kalf : bulkalf—verskalf, vul : hingsvul—merrievul, donkie : donkiehings—donkiemerrie, wildsbok : rambok—ooibok (wild buck), bok : bokram—bokooi (goat — note the way in which the two forms are distinguished).

(ii) leeu, tier, volstruis, kalkoen, makou, eend, fisant, bv. leeumannetjie—leeuwyfie, eendemannetjie—eendewyfie.

78 Saamgestelde selfstandigenaamwoorde (compound nouns) :

(a) Combine the following pairs of words to form one word (verbind die volgende pare woorde om **een** woord te vorm) :

(i) slaap—kamer, pot—lood, skryf—boek, dans—rok, kantoor—tafel, geskiedenis—les, duif—eier, polisie—agent, seekoei—sambok, see—eend, na—aper ; bv. slaapkamer, na-aper. [Can you explain the hyphen in the last word ?]

(ii) pen—mes, hart—lus, hoog—priester, hoog—veld, laag—veld, hoed—rak; bv. pen**n**emes, hartelus, hoëpriester. [What letter is used to link the words? Why is **n** doubled in **pennemes**? Explain the diaeresis on **e**, in **hoëpriester**. Note the following forms: **hoogmoed, laagwater hoogwater,** i.e. without the copulative -e-.]

(iii) kind—skoene, lam—vanger, lied—wys, lam—skape, goed—trou, hoog—skool; bv. kinder**s**koene, lammer**s**kape, hoër**s**kool. [What copulative letters do we employ in this case?]

(iv) lewe—taak, lewe—beskrywing, lewe—gesèl; volk—verlede, kalf—vleis, lam—vleis, handel—traktaat, kind—heid, stad—geluide; gees—oog, gees—stryd; bv. lewen**s**taak (but: leeftyd), volk**s**verlede, geeste**s**oog. [Pay careful attention to these forms.]

79 Afgeleide persoonsname (derivative personal nouns).

(a) Skryf die persoonsname wat afgelei is van die volgende selfstandige-naamwoorde (write down the derivative personal nouns derived from the following nouns):

(i) tuin, winkel, skool, bank, rente; bv. tuin**ier**.

(ii) apteek, skrif, sang, kwekery, boerdery; bv. apteker, boer.

(iii) masjien, solo, piano, orrel; bv. pianis.

(iv) leuen, kuns, skuld, handel, sonde, moord, meule, woeker; bv. kunstenaar, woekeraar.

(v) eksamen, lesings; regie, testament, donasie, eksekusie; bv. lektor, regisseur.

F. THE ADJECTIVE (DIE BYVOEGLIKENAAMWOORD)

80 Die e-verbuiging (the e-declension).

Though most adjectives in Afrikaans display no inflexion, there are a large number which may be regarded as exceptions. It is these exceptions which present the greatest difficulties to the English-speaking student. In order to master this problem I shall once more furnish extensive exercises from which you may deduce the various rules for yourself.

(a) Skryf die juiste vorm van die byvoeglikenaamwoord tussen hakies (write the correct form of the adjective given in brackets):

(i) 'n (glad) vloer, 'n (beklad) boek; 'n (hard) kussing, 'n (rond) blik, 'n (gebrand) baadjie, (wreed) mense, 'n (blind) bedelaar; bv. 'n glad**de** vloer, 'n gebrand**e** baadjie. [With what letter do these forms in brackets end? And the correct forms? Why is the **d** doubled in the first two cases? Rule?]

(ii) 'n (breed) rivier, 'n (koud) môre, 'n (wyd) sloot, 'n (goed) man, 'n (dood) perd, (goud) oorlosies; bv. 'n breë rivier, 'n wy**e** sloot, 'n dooi(e) perd — if the horse is dead, we say: 'n dooi perd, but if it is very lazy: 'n dooie perd. [Name the final letter for the forms in brackets. For the correct forms? What has happened here that is different from (i)? Can you explain the diaeresis in **breë**? Formulate the rule(s) for (i) and (ii).]

(b) Soos die vorige oefening:

(i) 'n (laf) grap, 'n (dof) lig, (grof) brood, (straf) koue, (muf) brood, 'n (suf) verstand; bv. 'n lawwe grap.

(ii) 'n (braaf) man, 'n (gaaf) huis, 'n (skeef) streep, 'n (doof) man ; bv. 'n brawe man (a noble — not brave — man).

(iii) 'n (half) mens, 'n (skurf) klip, 'n (lief) kind, (styf) bande, 'n (stroef) gesig, (saf) hande, 'n (wuf) meisie ; bv. 'n halwe mens ; safte hande, 'n wufte meisie. [What is the final letter of the words in brackets ? What changes are brought about in writing the correct forms in (i) ? In (ii) ? In (iii) ? Note in particular the last two examples. General rule ?]

(c) Soos die vorige oefeninge :

(i) 'n (sag) bed, (sleg) kinders, die (reg) ding, 'n (eg) diamant, 'n (lig) vrag, (dig) bosse, (heg) vriendskap ; bv. 'n sagte bed, hegte vriendskap.

(ii) 'n (traag) kind, (laag) skurke, (leeg) bottels, (hoog) bome, (droog) hout, (ruig) bosse, (vroeg) boere, 'n (moeg) perd, (vaag) idees ; bv.'n trae kind, droë hout, vroeë boere.

(iii) 'n (log) massa, 'n (stug) persoon, 'n (vlug) kop ; bv. 'n vlugge kop (a swift/nimble mind).

(iv) (onskuldig) kinders, 'n (merkwaardig) staatsman, (koppig) leerlinge, (skuldig) gewetens, 'n (onwaardig) houding, (gedurig) besoekery ; bv. skuldige gewetens. [Why is the diaeresis used only in some inflexions ? Put questions similar to those in the preceding exercises and formulate the rule(s) applicable to these four exercises.]

(d) Soos die vorige :

(i) 'n (kras) uitdrukking ; (boos) mense, 'n (broos) lewe, 'n wys (i.e. wise) vrou, (dwaas) mense ; bv. 'n krasse uitdrukking, dwase mense. [Why is **s** doubled in **krasse** ? What happens to the vowels in the other cases ?]

(ii) 'n (snaaks) affêre, (trots) ouers, 'n (skalks) laggie ; bv. trotse ouers.

(iii) (bros) koek, 'n (fris) knapie, (grys) oë, (los) klippe, (kroes) hare, (steeks) perde, (vars) groente, 'n (skuins) plank, 'n (dwars) balk, (voos) vrugte, (vos) perde ; bv. bros koek. [No inflexion takes place !]

(iv) 'n (vas) aanbod, 'n (woes) kêrel, die (juis) vorm, 'n (gerus) dief ; bv. 'n geruste dief. [The **t** is explained in the same way as in previous cases dealt with. No hard and fast rule can be laid down for the preceding four exercises. You must compare the four and, where possible, make your own deductions ; otherwise you must memorize the correct forms.]

(e) In the following exercise the adjective is repeated, first in a literal meaning, then in a figurative meaning. Refer to the example and then fill in the correct forms :

'n (arm) man, die (arm) miljoener, 'n (bont) rok, 'n (bont) skare, (bang) Jan, 'n (bang) nag, 'n (duur) motor, 'n (duur) ervaring, 'n (heel) broek, die (heel) dag, 'n (grys) hemp, die (grys) verlede, 'n (skoon) bord, 'n (skoon) toekoms, 'n (stom) dogter, die (stom) drommel, (ryp) vrugte, (ryp) ervaring, (groot) kaste, die (groot) oseaan, 'n (naar seun), 'n (naar) ondervinding ; bv. 'n arm man x die arme miljoenêr, 'n duur motor x 'n dure ervaring. [Remember, sometimes, as in the preceding cases, the adjective is inflected either when used in a figurative sense, or for the sake of emphasis, e.g. **die grote oseaan**.]

(f) Skryf weer die juiste vorm van die adjektief tussen hakies :

(i) die (pratend) kind, (lopend) water, (singend) kinders, (laggend) gaste, (kruipend) ongediertes, (vraend) kinders, die (brandend) son, die (skietend)

soldate, (tjankend) honde, (blêrend) skape, die (hurend) mense, (skurend) beeste ; bv. skurende beeste. [With what letter do these forms in brackets end ? The correct forms ? From what part of speech are these forms derived ? It should be evident now that in these cases present participles — = teenwoordige deelwoorde — function as adjectives. Also compare the following examples.]

(ii) (betaal) skulde, (opgehaal) werk, (versool) skoene ; 'n (verdoem) man, 'n (beroem) generaal, 'n (beraam) plan ; (versoen) vyande, (geleen) boeke, (bestaan) wette ; (gemeng) skole, (verseng) hare ; (geleer) manne, (vereer) helde, (beseer) mense, (verhoor) gebede ; bv. betaalde skulde, gemengde skole.

(iii) 'n (begaaf) violis, 'n (geskaaf) plank, (beroof) ouers, (beloof) land, (verlaag) status, (verhoog) salaris, (gebuig) takke ; 'n (verbaas) man, (bevrees) mense, (gevrees) siekte — note the length of the vowels in these words. [Write down the final consonants of the words in brackets and classify them into groups. What suffix is used in writing the correct form of the adjective ? Rule ? Exceptions : geplaaste, verroeste.]

(iv) (gekap) hout, (verkoop) goedere, (verlep) blomme, (gelap) klere ; (versaak) werk, (gesak) muur, (gehok) kalwers, (opgelek) melk ; bv. gekapte hout. [Vrae soos by die voorafgaande oefening.]

(v) (gesif) meel, (breedgeskof) beeste, (vermuf) meel ; 'n (verag) man, (veronreg) mense, (versag) vonnis, (verrig) take ; (veras) lyke, (gelas) rieme, (verlos) siele, (gerus) wandelaars ; bv. gesifte meel. [Questions as previously. In what respect does (v) differ from (iii) ? Remember this. Now formulate your rule.]

(vi) (gekerf) tabak, (geërf) geld, (gesalf) regters, (geberg) wrakke, (vererg) sprekers ; bv. gekerfde tabak. [Under which group, i.e. (iii) or (v), can this one be classed ? In what respect does this differ from that particular group ? Now formulate the rules for the use of **-de** or **-te**, and apply it to the following exercise.]

(vii) 'n (geradbraak) taal, (geslyp) messe, (gekap) hout, (gedroog) vrugte, (gesaag) vleis, (beskaaf) nasies, (verwaarloos) kinders, 'n (verkoop) dier.

(g) In par. 68 (i) I pointed out that Afrikaans possesses a limited number of past participles used as adjectives which display vowel-gradation as they were derived from the ablaut forms of strong verbs, and as they usually present difficulties to strangers, I shall once more, by means of systematic exercises, assist you in formulating some rules for their application : —

(i) die (aangebid) gode, die (aangesit) gaste, die (besit) man ; bv. die aangebede gode.

(ii) die (aangewys) weg, die (agtergebly) kinders, 'n (bedryf) man, die (bery) polisie, (onbeskryf) wette, (gesny) beelde, 'n (bestry) mosie, 'n (oordryf) vertelling, die (oorly) man, 'n (veelgeprys) boek, 'n (geskryf) besluit, 'n (geslyp) karnallie, die (uitgewyk) Israeliete, ons (verkry) regte, sy (verslyt) klere, die (voorgeskryf) boeke,(gely) onreg ; bv. die aangewese weg, die agtergeblewe kinders, onbeskrewe wette, die berede polisie, ons verkreë regte.

(iii) sy (opgehef) hand, 'n (verhef) posisie ; bv. sy opgehewe hand. [Tabulate the last vowel for each form in brackets in (ii) and (iii). What happens in the correct forms ? Rule ?]

(iv) met (voorbedink) rade, 'n (goeddeurdink) plan, 'n (verdink) persoon, 'n (welgeskep) mens, die (geskep) aarde, (gedoen) sake ; bv. met voorbedagte rade, die geskape aarde, gedane sake. [Name the verbs from which the forms in brackets are derived. Compare their vowels with those of the correct forms. Memorize these cases.]

(v) 'n (begin) werk, 'n (onbesin) daad, (herwin) regte, die (oorwin) vyand, (ontgin) myne ; bv. ontgonne myne.

(vi) 'n (beklink) saak, 'n (gebind) lewe, (gesing) liedere, (diepgesink) oë, 'n (beskink) naturel, 'n (verwring) gesig, in (onomwind) taal, (gedwing) onderwys ; 'n (bekrimp) sienswyse, (onverskrik) helde ; bv. 'n beklonke saak ; 'n bekrompe sienswyse. [Questions as under (iv). In what respects do (i), (iv), (v) and (vi) differ from one another ? Rule(s) ?]

(vii) (opgewen) skares, 'n (gewen) saak, sy (afgesterf) vader, die (bederf) seun, 'n (uitgesterf) ras, (afgetrek) gedagtes, 'n (onbehelp) vent, (betrek) lug, 'n (verwerp) voorstel, 'n (voltrek) vonnis, (ingesend) gedigte, (geskend) eer ; bv. opgewonde skares, 'n gewonne saak, geskonde eer. [In how far does this group differ from (iii) ? Rule ? Note the cases where the consonant is doubled.]

(viii) (aanbeveel) keuse, (aangeneem) kinders, die (aangespreek) persoon, 'n (onbespreek) karakter, 'n (veelbeweeg) tyd, 'n (gebreek) hart, 'n (ingeneem) standpunt, 'n (geneem) besluit, 'n (ontsteek) wond, 'n (gespreek) woord, my (voorgeneem) besluit, (gesweer) vriende, 'n (uitgespreek) wens ; bv. aanbevole keuse, 'n veelbewoë tyd, 'n gebroke hart. [Note the vowel of the forms in brackets. How does it change in the correct forms ? In what respect does it differ from the vowels in the preceding examples ? And in particular from that in (vii) ? Rule ?]

(ix) sy (aangebied) hulp, die (bedrieg) stommerik, 'n (gekies) komitee, 'n (opgeskiet) dogter, (verbied) terrein, in (vervlieg) jare, (geniet) voorregte, (gegiet) yster ; bv. sy aangebode hulp, die bedroë stommerik. [Do the correct forms differ from those in (viii) ? And the bracketed forms ? Rule ? Note the use of the diaeresis ; can you explain it ?]

(x) met (gebuig) hoof, die (verbuig) vorme, 'n (besuip) hotnot ; (uitgesoek) kanse, (gekoop) vryheid. [On account of the vowel in the correct forms the first three must be classed with (viii) and (ix), viz. **geboë, verboë, besope** ; and the last two, viz. **uitgesogte, gekogte** with (v), (vi) and (vii). Now formulate the general rules applicable to these 10 exercises, i.e. for the use of the "strong" past participle as adjectives.]

(h) **Exercises.** Skryf die volgende oor met die korrekte vorm van die byvoeglikenaamwoord tussen hakies :

(i) 'n (afgetrek) geaardheid, (afgetrek) blare ; 'n (beklink) saak, 'n (geklink) spyker ; (gebreek) taal, 'n (gebreek) koppie ; 'n (gebuig) hoof, 'n (gebuig) tak ; 'n (opgewen) skare, 'n (opgewen) oorlosie ; 'n (gebind) lewe, 'n (gebind) drag hout ; 'n (beskink) slenteraar, (geskink) koffie ; (uitgesoek) gedigte, (uitgesoek) boeke ; die (geskep) aarde, (geskep) water ; 'n (geslyp) karnallie, 'n (geslyp) mes. [Note the more figurative meaning of the "strong" past participle in contrast to the more literal meaning of the others.]

(ii) Die (goed) seun sorg altyd vir (droog) hout vir die (vroeg) koffie. Hy slaap op die (hard) vloer met sy (stukkend) baadjie onder sy kop. 'n (Nuut)

besem vee altyd skoon. Die (oud) man spring oor die (wyd) sloot en kom met 'n (hard) hik in die (koud) water te lande. [Note : **oud, koud** change to **ou, kou/e.**] Die (dood) kind sit alweer en slaap. Die (dood) perd lê in die (droog) sloot. Die (jonk) man hardloop agter die (stout) kind aan. Die (wreed) barbaar swem oor die (breed) stroom om die (gerus) slapers dood te maak. Die (kwaad) hond luister net na die stem van sy (kwaad) baas. Die (mooie) kind lê in die (grote) kinderwa. Die (fluks) man hou van (moeilik) werk. Die (styf) draad hou die (hongerig) diere uit die land uit. Die (lelik) meid slaap op 'n (sag) bed. Die (pragtig) kamerstel is deur die (ryke) man gekoop. Die (arm) miljoenêr wil nie vir die (arm) bedelaar iets gee nie. Die (vinnig) motor snel voort oor die (gelyke) pad. Die (silwere) oorlosie is beter as die (goud).

(iii) Die (geverf) dak sal nou langer bestand wees teen die (vernielend) roes. Die (afgekap) boom lê oor die (smalle) straatjie. Die (opgeskep) kos staan op die (gedek) tafel. Die (bery) polisie soek nog na die (ontvlug) bandiet. (Gedoen) sake het geen keer nie. Die twee is (gesweer) vriende. Hulle is lede van die (gekies) komitee. Die (opgewen) skare het geskree om die (onmiddellik) teregstelling van die boosdoener. As is (verbrand) hout. Die (aangesit) gaste het die (gekook) kos baie geniet. Die (geslyp) skelm dra 'n (geslyp) mes by hom. Die (opgehoop) mielies lê en vrot in die (aanhoudend) reën.

(iv) Die (skurf) klip is die oorsaak van die (stukkend) knie. Die (hoog) muur is 'n (goed) beskerming vir die (aanloklik) vrugte in die (goedbewerk) boord. Die (gekwes) leeu sleep sy (moeg) liggaam voort om die (gevaarlik) jagter te ontkom. Die (gewond) soldaat het weer by sy (aanvallend) afdeling aangesluit. Die (ervaar) jagter kan soms (wonderlik) verhale vertel. Sy (eienaardig) gedrag het my verbaas. Die (lange) paal lê nog voor die (bouvallig) hut van die (verdwyn) skaapwagter. Die (hoogmoedig) vrou stap met 'n (styf) kop deur die strate. Hy het 'n (noodlottig) besering opgedoen in die (onvermydelik) ongeluk.

(v) Die (bedrieg) man het die (beklink) saak nie vooraf deeglik ondersoek nie. Ons voer 'n (gebind) lewe tuis. Daardie (kortgebind) seun hou nie van (gedwing) onderwys nie. Die (oorly) man het 'n (ongeskryf) ooreenkoms met sy (gesweer) vriende aangegaan. Dis 'n (uitgespreek) wens dat ons nie die (verbied) vrugte moet pluk nie. Die (verdink) persoon het in (vervlieg) jare ook eenmaal onder verdenking gestaan. 'n (Gespreek) woord kan soms (onaangenaam) moeilikhede veroorsaak. 'n (Onbedink) woord lei partykeer tot 'n (onbesin) daad. Ons bestudeer die (voorgeskryf) boeke vir die (eerskom) eksamen. Die (verskyn) boeke is byna almal teenswoordig swak gebind. Die fortuinsoekers kan nie die (verberg) skat kry nie. Sy (verslyt) klere getuig van groot armoede. Sy (verkry) vryheid is vir die slaaf baie kosbaar.

(h) **Remark** : The inflected form of the adjective (**e**-verbuiging) is only found when the adjective is used **attributively**, i.e. when it precedes the noun it qualifies ; but when it is used predicatively, i.e. follows the noun, it is never inflected ; e.g. hy is 'n snaakse man — die man is snaaks, dis gedane sake — die sake is reeds gedaan. In most cases the "strong" past participles display no vowel-gradation when used predicatively : 'n beklonke saak — die saak is beklink.

81 Trappe van vergelyking (degrees of comparison). In order to denote comparison the adjective in Afrikaans once more changes its form. There are three degrees: positive, comparative, superlative. In Afrikaans we either use the international terms: **positiewe, komparatiewe, superlatiewe** trappe, or: die **stellende, vergrotende** en **oortreffende** trap.

In Afrikaans no difficulties should be found if you remember that the comparative degree is formed by adding **-er** to the positive form, and **-ste** for the superlative degree. Actually the greatest difficulty is encountered in the subsequent change of the ultimate vowel and/or consonant of the positive form when **-er** or **-ste** is added. This change only occurs when double vowels become single, or when a final consonant is doubled (if the preceding vowel is short) or replaced by another. Careful study of the following exercises will help you once more to form the rules applicable in these cases.

(a) Skryf die trappe van vergelyking van die volgende byvoeglikenaamwoorde:

(i) skaam, vernaam, aangenaam, leersaam, eensaam; brutaal, kaal, vaal; loom, vroom, skoon, laat; bv. sk**aa**m—sk**a**mer—sk**aa**mste.

(ii) tam, lam, klam, mal; vet, stom, dom, dun, vol; bv. tam—ta**mm**er—tamste, dun—du**nn**er—dunste. [Note the difference in length of the vowels in (i) and (ii). How does this affect the formation of the comparative degree? What difference can be noted between the positive and superlative degrees?]

(iii) breed, koud, oud; bv. bree**d**—bre**ë**r—breed**ste**, but: wreed—wre**d**er—wreedste.

(iv) braaf, gaaf, skeef, doof, styf; bv. braa**f**—brawer—braa**fste**, styf—stywer—styfste.

(v) dof, grof, muf, laf; bv. do**ww**er—do**fste**. [Vrae soos onder (ii).]

(vi) laag, vaag, traag, hoog, droog, leeg; sag, lig, dig, sleg, heg; log, vlug (= nimble), stug; bv. laag—la**e**r—laagste, heg—heg**t**er—hegste, log—log**g**er—logste. [Vrae soos onder (ii). Note the use of the diaeresis in some cases. Also take particular note of the **t** in the forms with a short vowel, except the last three examples. As explained previously, this **t** (still used in the Dutch equivalent) reappears in the inflected forms in Afrikaans. Historically the last three examples have no **t** in the root form, and therefore it cannot appear in the inflected forms either.]

(vii) boos, voos, broos, hees; wys, grys; los, bros; kras, fris; vies; vas, juis, woes, gerus; bv. boos—bo**s**er—boo**sste**, wys—wy**s**er—wy**sste**, los—lo**s**ser—lo**sste**, vas—va**s**ter—va**sste**. [Similar remarks as for the preceding exercise are applicable in this case.]

(viii) raak, vaak, bleek; mak, vlak, gek, dik; bv. ra**a**k—ra**k**er—ra**a**kste, mak—ma**kk**er—makste. [Vrae soos by vorige oefeninge.]

(ix) ver, seer, suur, duur, bitter, lekker, bv. ver—ver**d**er—ver**ste**, duur—duur**d**er—duur**ste**, bitter—bitter**d**er—bitter**ste**. [Does the length of the vowel in words ending in **-r** cause any difference in the formation of the comparative degree? Now formulate the general rules for the formation of degrees of comparison in Afrikaans.]

(b) The following irregular forms must be learnt by rote:
goed—beter—beste, baie/veel—meer—meeste, bietjie/weinig/min—minder

—minste, vroeg—vroeër/eerder—vroegste/eerste, laat—later—laaste/laatste, kwaad—kwater—kwaadste, nuut—nuwer—nuutste, ru—ruwer—**ruu**ste (also : sku, slu).

(c) When the adjective is bisyllabic or polysyllabic, i.e. consists of two or more syllables, the comparative and superlative degrees are expressed by means of **meer** and **mees** (more, most) if it **also ends in -e**, e.g. verafgeleë (remote) **meer verafgeleë—mees verafgeleë** ; otherwise the ordinary rule is followed : vriendelik—vriendelik**er**—vriendelik**ste**. I want to impress this rule on you as there is a growing tendency in Afrikaans to use **meer** and **meeste** for bi- and polysyllabic adjectives, which is a direct result of the English use of "more" and "most". It is more typically Afrikaans to employ the usual rule even in such cases, e.g. geleë—geleë**ner**—geleën**ste** (geleë tyd = convenient time).

In English it is customary to employ the comparative degree when two persons or objects are compared, e.g. "which is the long**er** of the two (sticks) ?", but in Afrikaans the superlative degree is used : watter een van die twee is die lang**ste** ? Here too I want to warn against the anglicistic usage : watter een is die lang**er** ?

G. THE ADVERB (DIE BYWOORD)

82 The adverb is a part of speech employed to qualify a verb, an adjective or another adverb ; e.g. ek werk **baie** (qualifying the verb "werk"), dis 'n **baie** groot erf (qualifying the adjective "groot"), ek het dit **lankal goed** gedoen (the first adverb qualifies the second).

Since Afrikaans is an analytic language, it is not uncommon to find one part of speech functioning as another so that the category to which a certain word belongs can only be determined from the context ; e.g. dis 'n **lelike** werk (adjective) — hy werk **lelik** (adverb). Besides being inflected for degrees of comparison, the adverb is also inflected (taking final **-e**) when qualifying and preceding an uninflected adjective used attributively (e.g. 'n taamlik**e** groot kind — 'n betreklik vyandig**e** houding ; 'n besonder lelik**e** man) ; otherwise the form remains unchanged.

(a) **Degrees of comparison** (trappe van vergelyking). Like the adjective the adverb may also be used to express degrees of comparison, and in forming these degrees the same principles as for the adjective are employed ; e.g. hy hardloop vinnig—vinnig**er**—vinnig**ste**, gou—gou**er**—gou**ste**.

(i) Note the following irregular forms : agter—verder agter/agtertoe—agterste, dikwels—meermale—meeste, graag—liewer(s)—graagste/liefste, naby—nader—naaste, selde—minder—minste, sleg (erg)—erger—ergste, wel/goed—beter—beste. [Memorize these forms, and avoid the use of the anglicistic "meer" and "meeste".]
(ii) The English adverb "highly" is rendered **hoogs** : ek is **hoogs** tevrede (highly satisfied) ; dis **hoogs** onwaarskynlik ; hy is **hoogs** in sy skik.

(b) **Bywoorde van plek en/of rigting** (adverbs of place and/or direction) are used to denote place or direction :

(i) hier, hierheen, hiernatoe, daar, daarheen, daarnatoe, waar, waarheen, waarnatoe, waarvandaan, duskant, êrens, nêrens, oos, suid, ens.

These adverbs are used more or less in the same way as their equivalents in English, but, except in the present tense, their position in the sentence is slightly different from that in English ; cf. I **went** there/south/nowhere = Ek het daarheen/suidwaarts/nêrens **gegaan,** i.e. in the past tense these forms precede the past particple in Afrikaans, but not in the present tense : ek **gaan** daarheen . . . .

(ii) **Toe** is a very productive means of forming adverbs of direction : ek gaan huis-toe/werk-toe/daarnatoe/boontoe/vorentoe/agtertoe, ens. Very often this **toe** is preceded by **na** : ek gaan **na** die werk **toe, na** die rivier **toe** (but note the loss of the hyphen before **toe** in this case) without any difference in meaning. Though it is, grammatically, not incorrect to use **na** without **toe** (bv. ek gaan **na** die huis), still the association to the Afrikaner is so strong that very few people will drop the final **toe.**

(iii) Also in this case I want to warn against a few mistakes commonly made by English-speaking students : —

> "There" and "here" as adverbs of **place** are rendered **daar** and **hier** in Afrikaans, but as adverbs of **direction** they must be linked with either **-heen** or **-natoe** ; cf. I went there ; I shall come here = ek het daar**heen**/daar**natoe** gegaan ; ek sal hier**heen**/hier**natoe** kom. Omitting the parts in black type is wrong.
> "He comes **from** work ; I fell **off** the roof", can never be rendered by **af** only ; this **af** must always be preceded by **van** : hy kom **van** die werk **af** ; ek het **van** die dak **af**geval.
> Also note the following : Ek loop oos/wes (I am walking east/west) ; die son kom in die **ooste** op en gaan in die **weste** onder (the sun rises in the east and sets in the west, i.e. note the final **-e** in the Afrikaans version, which is usually omitted by foreigners).

(c) **Bywoorde van tyd** (time). As in English such words can easily be recognised as denoting the time when an action takes place ; e.g. vroeg, laat, altyd, ooit, nooit, soms/somtyds, eers, gou, al, alreeds, weer, lankal, nou, dan, dikwels, selde, môre, gister, saans, snags, bedags, intussen, ens.

(i) Note the place of the adverb in the sentence : ek **het** gister **gegaan** ; ek **sal** môre **gaan** ; ek **gaan** vandag (I **went** yesterday ; I **shall go** to-morrow ; **I am going** today) ; in this connection the two languages correspond only for the present tense (this applies for all adverbs).

(ii) Reduplication of certain forms is characteristic of Afrikaans : ek het **al** lank**al** gekom ; hy loop **in** die huis **in** ; **uit** die huis **uit.** Also : ek sal nou-nou/gou-gou/kort-kort kom (just now, quickly, often).

(iii) "The day after tomorrow ; the day before yesterday" are rendered : **oormôre, eergister**, not : die dag na môre, die dag voor gister. And the day after ,,oormôre" is **naasoormôre**, and the day before "eergister" is **naaseergister** — very compact forms which are worthy of note. "Nowadays" is not translated as "nou se dae", but : hedendaags/**deesdae**/hedentendae. "In the evenings" and "at night" are rendered : **saans, snags.**

The English "after" must never be translated as "agter", but as **na** : ek sal jou **na** die ete besoek (I shall visit you after dinner). The Afrikaans **agter** (English : behind) denotes place, **not time.** Therefore : **na** 'n lang tyd/ruk (after a long time). "Agter die kinders kyk ; agter alles" undoubtedly

reflect English influence (to look after the children ; after all . . .), and must be : **die kinders oppas/versorg ; per slot van sake/rekening.**

The following also very often present difficulties : he is present ; at present . . . As in English we also employ the same word in both meanings but with a slight change for "at present", viz. hy is teenwoordig ; teenswoordig . . . "Come **in** !" is "kom **binne** !", not : kom in !

(d) **Bywoorde van hoedanigheid** (manner). Practically all adjectives may be classed in this category, i.e. they may be used as adverbs of manner ; e.g. die man skryf mooi/vinnig/lelik/groot/klein/slordig/skoon, ens.

(i) Reduplications are also often used as adverbs of manner : die man loop speel-speel/rook-rook/eet-eet/sing-sing, ens. The hyphen must never be omitted in these forms. "Die man het speel-speel gehardloop" (the man ran with ease) is slightly different in meaning to "die man het **gehardloop en speel**" (the man ran and played — played while running). Note that in the last example the prefix is not repeated in the second verbal form, as this would render something still different : die man het **gehardloop en gespeel** (the man ran and then he played — he ran and at intervals he played).

(ii) "Others" is **ander** in Afrikaans, but then it is a noun : "others may find it wrong" = **ander** kan dit as verkeerd beskou. As adverb we also have the form **anders** which, however, is the equivalent of "otherwise" and not "others" : jy dink so, maar ek dink **anders** (you think so, but I think otherwise).

After **onder** and **met** "ander" is inflected : onder andere (inter alia) ; met andere woorde (in other words), but in the latter case increasingly more people tend to drop the **-e**. After some words "ander" takes an **s** : iets/niks/wat/iemand/niemand anders (something/nothing/what/nobody/somebody **else**).

> Compare the following : **nou** die dag (the other day) — nie hierdie dag nie, maar die **ander dag** (not this day, but the other day, i.e. to distinguish between two particular days) — die **ander**dagmôre (the following morning). Note : in conjunction with the difference in meaning we find difference in spelling ! From this it should be evident that "the other day" must never be translated as : die ander dag !

(e) **Bywoorde van graad of hoeveelheid** (degree) are : baie, byna, amper, min, minstens, genoeg, meer, taamlik, heeltemal, hoogstens, omtrent, ens. For their position in the sentence, compare my previous remarks.

> (i) "This is **by far** the best I have seen" is : dis **verreweg** die beste wat ek gesien het. Even Afrikaners often use the anglicism "by ver", but this is definitely not permissible in Afrikaans !
> The same applies to "far too much/little/short", which should never be translated by "ver te veel/te min/te kort". Correct is : **veels** te veel/te min/te kort.
> "Many happy returns/many congratulations" is rendered : **veels geluk** or : **baie geluk**. Also in the following case : I wish you the **best of luck** = ek wens jou **veels geluk** toe ; not : die beste van geluk — this is very bad language !

(f) **Bywoorde van modaliteit** (modality), as a rule, do not qualify one word only, but they have a bearing on the whole sentence ; eg. perhaps he was

drowned (altemit/miskien het hy verdrink). By means of these adverbs various situations can be expressed : **bevestiging** (affirmation) : seker, gewis, werklik, inderdaad, bepaald, ens. ; **ontkenning** (negation) : geensins, nee, onmoontlik, glad nie ; 'n **wens** (a wish) : tog, dan, asseblief ; bv. doen dit **tog** gou vir my (please do this for me quickly) ; **twyfel** (doubt) : miskien, vermoedelik, moontlik, dalk, altemit, waarskynlik ; **toegewing** (concession) : darem, nietemin, nogtans, tog ; **omstandigheid** (circumstance) : skielik, onverwags, vergeefs, alleen ; etc.

(i) "**Apart** from that" = **afgesien** daarvan, not : apart daarvan. To express "separately" the word "apart" may, however, be used in Afrikaans : ek het dit **apart** behandel, but even in this case I would prefer **afsonderlik**.

(ii) English "**the** sooner **the** better" must always be rendered : **hoe** .... **hoe**, and not : **die** .... **die**, as the latter plainly reflects English influence.

(iii) "I need something, **so** I'm going to town ; I was ill, **so** I stayed in bed ; you helped me, **so** I shall help you too" must be translated : ek het iets nodig, **dus/daarom/derhalwe/gevolglik** gaan ek dorp-toe ; ek was siek ; **dus/daarom/derhalwe/gevolglik** het ek in die bed gebly ; jy het my gehelp, **dus/daarom/derhalwe/gevolglik** sal ek jou ook help. In other words, the English adverb of modality, viz. **so**, must not be rendered **so** in Afrikaans. This is an anglicism which is gaining ground rapidly and you must guard against its use.

H. THE PREPOSITION (DIE VOORSETSEL)

83 The preposition undoubtedly is that part of speech with which most difficulty is encountered in any language ; the more so in cognate languages like Afrikaans and English. In such languages it is not uncommon to find that some prepositions display great similarity in orthography so that students often involuntarily employ the foreign preposition in the same context as that of their mother-tongue. Though orthographical similarity may sometimes coincide with similarity in meaning, this is not always so, and in most cases it will be found that the prepositions in cognate languages have, notwithstanding the common origin, undergone divergent developments, so that one must always be mindful of possible nuances in meaning.

There is only one fruitful means by which the correct use of the prepositions may be acquired, viz. by reading and writing, i.e. by means of examples displaying their correct use. To help you in this I have included (in the chapter on the "Vocabulary") a considerable number of illustrative phrases which, at this stage, are sufficient by way of introduction. Refer to this chapter continually when you write Afrikaans, for you will find it most helpful in solving many a problem.

I. THE DOUBLE NEGATIVE

84 The double negative (die dubbele ontkenning) in Afrikaans is a characteristic phenomenon which must never be neglected.

The most typical form is a repetition of **nie** : ek kom **nie** na jou toe **nie** (I am **not** coming to you), but the first **nie** may also be replaced by other

words expressing negation : nooit, nimmer, niemand, niks, geen, nêrens (never, nobody/no one, nothing, no, nowhere), which again are all followed by a final **nie** : ek sal **nooit** die werk doen **nie** ; hy het **niemand** gesien **nie** ; daar was **niks** in die sak **nie** ; die arm man het **geen** geld **nie** ; hy het **nêrens** iets gevind **nie**.

Take particular note of the following forms :

Moet + **nie** usually coalesce to **moenie** : **moenie** dit doen **nie** ! (Don't do this !) ; hy **moenie** so baie slaap **nie** (he must not sleep so much). In case of special emphasis the form **moet** may be retained : Jy moét dit nié doen nie x Jy moenie dit doen nie.

Note the negative form of **al ooit** (ever) : het jy **al ooit** so-iets gesien ? ; nee, **nog nooit nie** (have you ever seen such a thing ? ; no, never) ; also : **òf** jy **òf** hy moet gaan (either you or he must go) ; negative : **nòg** jy **nòg** hy moet gaan (neither . . . nor) ; in the latter case the last **nie** is omitted.

The following example is typical of the English-speaking student's Afrikaans : hy sê dat hy **sal** nie **werk** nie, i.e. the auxiliary verb is separated from its component part by **nie** ; this is wrong. Correct : hy sê dat hy nie **sal kom** nie. Also : ek weet nie wat die man **het** nie **gedoen** ; correct : ek weet **nie** wat die man gedoen het **nie** (also note the typical order of the two verbal forms in this instance).

SYLLABLES (LETTERGREPE)

85 The rules for the division of words into syllables in Afrikaans differ from those in English in some respects ; consequently it is quite feasible that the English-speaking student will apply to Afrikaans the rules which are customary in English. In order to prevent this erroneous practice you must pay particular attention to the following : —

If a word consists of two syllables, the first ending and the second beginning with a vowel, the division will naturally fall between the vowels ; e.g. geëet = ge-eet, koöperasie = ko-operasie, see-eend, na-aap, mee-eet. In the latter cases it is customary to use the hyphen in conventional spelling.

When only one consonant is found between two syllables, this consonant is attached to the second (following) syllable : woning, boeke, bekoring, veralgemening = wo-**n**ing, boe-**k**e, be-**k**oring, ver-al-ge-**m**e-**n**ing. Note that when this consonant forms the ultimate letter of a prefix, e.g. **ver-**, then this consonant is retained with the first (preceding) syllable : veras (cremate), oorerf (inherit) = ver-as, oor-erf. Note the following forms in particular : daarenteen (on the contrary), merendeels (mostly), oral (all over) = daar-en-teen, me-ren-deels, o-ral.

In the case of two consonants the division is naturally made between the two : katte, bokke, neste, honde, verbranding = kat-te, bok-ke, nes-te, hon-de, ver-bran-ding. To this class also belong cases with **dj**, **ng**, **tj** : hoe**dj**ie, baa**dj**ie, din**g**etjie, woni**ng**e, ri**ng**e, vaa**tj**ie = hoed-jie, baad-jie, din-ge-tjie, wonin-ge, rin-ge, vaat-jie. (N.B. In **dinge-tjie** the suffix is **-tjie**, but in **vaat-jie** it is **-jie**, i.e. in the latter case the preceding **t** belongs to the root form **vat** which is lengthened to **vaat**(jie) in the diminutive form.) In this connection

I want to enumerate the following forms especially: Af-rika, Af-rikaans, En-gels, an-glisisme.

The preceding rules are more or less exhaustive and must be applied scrupulously whenever the necessity arises.

WORD-FORMATION (WOORDVORMING)

86 Besides onomatopoeic forms, i.e. words formed by means of sound-imitation (e.g. Janpierewiet, tintinkie, toktokkie, tjienkerientjee), new words may be formed in Afrikaans in the following three ways: —

(i) By means of **composition** compound forms are constructed. This was dealt with in connection with the noun in par. 78. Compound forms with other parts of speech may be formed in the same way: **donkerblou** (adjective + adjective), **pikswart** (noun + adjective), **asemhaal** (noun + verb), etc. This is a most productive means of forming new words in Afrikaans, and it may be regarded as unlimited in its possibilities.

(ii) By means of **derivation** new words are formed by attaching affixes to the root form, i.e. prefixes or suffixes are affixed to certain words to give a new meaning which differs from that of the root form. This process is also well-known in English; therefore I shall furnish only a few examples: —

Prefixes (voorvoegsels/prefikse): **aarts**vyand, **af**grond, **af**breek, **ant**woord, **ge**sin, **ge**skree, **oer**taal, **on**geluk, **on**waar, **oor**sprong, **wan**smaak, **wan**orde.
Suffixes (agtervoegsels/suffikse): Mohammed**aan**, Kapen**aar**, lui**aard**, vy**and**, Heil**and**, boer**in**, hing**sel**, mens**dom**, betroubaar**heid**, gene**sing**, kwanti**teit**, hope**loos**, etc. (Also compare §§ 76, 77, 79 for the suffixes in forming diminutives, feminine gender and derivative personal nouns respectively.)
Derivation may also occur by means of vowel-gradation, which applies mainly to nouns derived from verbs: bed**rieg**—bed**rog**, b**ind**—b**and**—b**ond**—b**ende**—b**undel**, b**uig**—b**oog**—b**og**—b**euel**—b**oggel** (the first word in each case is the verb).

(iii) In the third place **derivation and composition** may occur simultaneously: hardnekkig = hard + nek + ig, swartgallig = swart + gal + ig.

SYNTAX

CONJUNCTIONS (VOEGWOORDE)

87 The conjunction, strictly speaking, belongs to accidence, but as its use can best be seen in the sentence, I am discussing it here. Language does not consist of simple sentences only: intellectual progress usually reflects greater use of compound and complex sentences. To link simple sentences (either paratactically or hypotactically) in forming compound or complex sentences, conjunctions are employed. In English this usually presents very little difficulty, if any, but in Afrikaans the word-order after certain conjunctions changes, a phenomenon which is often disregarded by the English-speaking student, not intentionally but involuntarily in accordance with this custom in his vernacular.

The correct word order after the various conjunctions in the sentence will once more be illustrated by means of examples from which you can deduce your own rules.

The normal word-order, as in all languages, is Subject + Predicate + Object. This word-order is retained in Afrikaans after a small number of conjunctions, but in other cases the word-order changes in one of two ways. From this we can already determine that conjunctions in Afrikaans may be divided into three types.

(a) Hy is gewond. Hy veg nog. (He is wounded. He still fights.) These two sentences both display the normal order of words. Instead of separate sentences, the two may be linked by a conjunction, e.g. **maar** (but) : Hy is gewond, maar hy veg nog. (He is wounded but he still fights.) In this case you will notice that the word-order remains unchanged, but not in : Hy is gewond, **nogtans** veg hy nog (he is wounded, nevertheless he still fights). In this case the verb now precedes the subject. Also compare : Hy is gewond **aangesien** hy nog veg (he is wounded because he still fights), in which case the subject once again precedes the predicate (as in the normal order) but then the adverb "nog" moves in between.

(b) Verbind die volgende sinne met die voegwoord tussen hakies (link the following sentences by means of the conjunction in brackets) :

Hy is al groot. Hy kan nog nie werk nie. (maar)
Hy veg nie meer nie. Hy is gewond. (want)
Hy loop weg. Hy het my nog nie betaal nie. (en)
Die lug is al heeldag betrokke. Dit reent nie. (dog)
Jy moet nou werk. Ek sal huis-toe gaan. (of)
Ek loop nou huis-toe. Ek is moeg vir die spel. (want)
Hy kom kuier. Ek gaan skouburg-toe. (dog)
Ek kom jou besoek. Ek wil graag vroeg terugkom. (maar)
Piet slaap verskriklik baie. Hy word vinnig vet. (en)

[Enumerate the conjunctions used in the preceding sentences. What happens to the word-order after these conjunctions ? Rule ?]

The following conjunctions also belong to this type :

Of jy moet my help, **of** ek gaan jou straf. **Sowel** hierdie man **as** daardie een is baie lui. (Hierdie man is lui. Daardie man is baie lui.)
Piet het **nòg** gekom, **nòg** belowe om te kom.
Hy het **beide** die werk gedoen **en** die kos voorberei.
Koos het **sowel** die water gaan haal **as** vuur gemaak.

Of these conjunctions (all belonging to **type 1**) the first five are used most frequently.

(c) Soos die vorige oefening :

Hy loop nog. Hy is kreupel. (ofskoon)
Hy kom kuier. Hy het my kwaad gemaak. (nieteenstaande)
Jan ry gou Kaap-toe. Die paaie is wit gekapok. (alhoewel)
My Pa sal kom gesels. Oom is by die huis. (mits)
Tante gaan klere koop. Sy kry haar geld. (sodra)
Piet sal die werk doen. Jy betaal hom daarvoor. (aangesien)
Liesbet sal kom stryk. Ons betaal haar daarvoor. (as)
Die hond byt die indringer. Hy is 'n boosdoener. (daar)

Die osse word ingespan. Ons wil die lande ploeg. (indien)
Die leerlinge sit in die vergadersaal. Hulle lê eksamen af. (wanneer)
Die student het gedruip. Hy het nie gestudeer nie. (omdat)
Hy het sy broek geskeur. Hy het oor die draad geklim. (deurdat)
Albert is siek. Hy is hier weg. (sedert)
Hendrik het geval. Hy het gehardloop. (terwyl)
Jy moet my kom besoek. Dit reent teveel. (tensy)
Hy hardloop. Die duiwel is agter hom. (asof).

[Enumerate the conjunctions used in these sentences. What happens to the word-order after these conjunctions? In what respect does it differ from that in (b) ? Rule ? Note in particular the place of the verb.]

The following conjunctions also belong to this type, i.e. **type 2** :

todat, voordat, sodat, nadat, of (e.g. Hy wil weet. Ek het die werk gedoen = Hy wil weet **of** ek die werk gedoen het. Note that this conjunction may be used as type 1 as well as type 2, but pay attention to the difference in word-order.), onderwyl, terwyl, hoewel, waarom, waar, hoekom, toe, waarin, waarmee (ens.), vir wie, op wie (ens.), waarvandaan, waarheen, waarnatoe. (The greatest number of conjunctions in Afrikaans belong to type 2.)

(d) Soos die vorige oefeninge :

Piet loop in die reën. Hy kry nie koud nie. (nogtans)
Jy het jou plig versuim. Jy sal pak kry. (derhalwe)
Kom dadelik hierheen. Jy sal jou kans verbeur. (anders)
Die seun het sy fiets gebreek. Hy moet nou loop. (gevolglik)
Maak eers jou werk klaar. Jy kan loop. (dan)
Die jagter het 'n bok gesteel. Hy word beboet. (daarom)
Andries het geld nodig. Hy leen dit van sy pa. (derhalwe)
Ons gaan swem. Die water is bitter koud. (al)
Bêre die gereedskap in die huis. Jy kan gaan speel. (daarna)
Die student het hard gewerk. Hy het met lof geslaag. (daardeur)
Jy doen halwe werk. Jy sal in die moeilikheid beland. (hierdeur)
Die boodskapper loop en speel. Die man het reeds vertrek. (intussen)
Hy het my beledig. Ek sal hom help. (nietemin)
Jy kan nie beloon word nie. Jy het dit nie verdien nie. (buitendien)
Hy het van die fiets afgeval. Hy het sy arm gebreek. (bowendien)
Hy het gister baie geld gekry op die aandelemark. Hy het ook 'n lotery gewen. (verder)

Example : Hy het gister baie geld gekry op die aandelemark ; **verder** het hy ook 'n lotery gewen. Jy het jou plig versuim, **derhalwe** sal jy pak kry. **Hoe** vinniger hy hardloop, **hoe** vinniger hardloop die spook.

[Vrae soos by die vorige oefeninge. These conjunctions may be called **type 3**. In what respects does the word-order after the three types of conjunctions differ ? Formulate your own rules, and always refer to these examples until you feel confident that you have mastered this problem.]

(e) **Remarks.**

(i) English "because" may be translated as **want, omdat, aangesien, daar,** but remember **want** belongs to type 1, and the others to type 2, consequently the word-order differs; e.g. Hy is beboet, **want hy het** die motor gesteel x

omdat/aangesien/daar hy die motor **gesteel het** (note the position of the verb). "Because" may be replaced by "as", but this cannot be translated by **as** in Afrikaans. **As** does not mean the same as **omdat/aangesien/daar**, but it is used in adverbial clauses in the present and future tense forms of the verb: **As** ons terugkom, sal ons jou help x Ons sal jou help **as** ons terugkom (type 2). Its English equivalent is "when": **when** we return .... Otherwise it is used as an adverb of condition: Ek sal jou môre help **as** jy vandag na my toe kom (I shall help you tomorrow **if** ....). Therefore remember: "He was hanged **as** he had killed his friend" must always be rendered as: hy is opgehang **omdat/aangesien/daar** hy sy vriend doodgemaak het (or: **want** hy het sy vriend ....), but never: .... **as** hy sy vriend .... (unless, of course, the implication is that he will be hanged **if** ....).

(ii) "But" may be translated as **dog** or **tog**; e.g. "I trust him but he always deceives me" = Ek vertrou hom, **maar/dog** hy kul my altyd x Ek vertrou hom, **tog** kul hy my altyd. Note, and remember, the difference in word-order, i.e. **dog** belongs to class 1, and **tog** to class 3.

(iii) "He still fights **although** he is wounded" may be translated either: Hy veg nog **al** is hy gewond; or: Hy veg nog **alhoewel** hy gewond is (i.e. class 3 and class 2, respectively).

(iv) In English "then" may be employed both in the present and past tense, and also in the future, but in Afrikaans **toe** is used in the past tense only: "I came home and **then** I had my dinner" = Ek het tuis gekom en **toe** het ek geëet.
For the future and present tense we employ **dan**: "I shall go home and then I shall ...." = Ek sal huis-toe gaan en **dan** sal ek .... "I eat, then I study" = Ek eet, **dan** studeer ek.
Wanneer (when) is used in the present and future tense: **Wanneer** ek tuis kom, werk ek x Ek sal by jou aankom **wanneer** ek weer stad-toe kom.

(v) Beware of the anglicistic **so** instead of **dus/daarom/derhalwe/gevolglik**: "I was ill **so** I went to the doctor" = Ek was siek, **daarom/derhalwe**/ens. het ek na die dokter (geneesheer) gegaan.
This also applies to **siende dat** for "seeing that". Correct is: **aangesien,** bv. Ek het dokter-toe gegaan, **aangesien** ek siek was.

88 Exercises. The following exercises will undoubtedly be of great value to you by way of further practice in the correct use of the conjunction in Afrikaans: —

(a) Verbind die volgende sinne met die voegwoord tussen hakies:

Ek hou van die man. Hy is so gaaf vir my. (omdat)
Die lande is in oorlog gewikkel. Alles word duur. (gevolglik)
Jy kry swaar. Jy het teveel hooi op jou vurk. (want)
Ek gaan gewoonlik slaap. Ek kry vaak. (wanneer)
Ons het hom weer gesien. Hy is hier weg. (sedert)
Piet mag dit doen. Vir jou is dit ongesond. (maar)
Ek sal die hond koop. Jy vra minder. (mits)
Jy moet nou kom. Ek sal loop. (of ... of)
Ons het daar aangekom. Jan het al geslaap. (toe)
Gaan vra eers vir Pa. Jy kan saamgaan. (dan)

(b) Soos die vorige oefening, maar begin nou met die voegwoord tussen hakies eerste (i.e. place the conjunction first) :

Jy moet my help. Jy het my in die moeilikheid laat beland. (aangesien)
Ek gaan kuier. Dit reent nie. (mits)
Die prent word vertoon. Almal is in die saal. (sodra)
Hy is brandarm. Hy lyk altyd netjies gekleed. (ofskoon)
Die boer moet weer saai. Die hael het alles weggeslaan. (omdat)
Ek wil hom nie sien nie. Ek hou nie van hom nie. (daar)
Jy moet terugkom. Dis te laat. (aangesien)
Ek sal dit betaal. Ek het die geld. (indien)
Hy wil skool-toe gaan. Dis al pikdonker. (nieteenstaande)
Jy moet aanhou leer. Jy het geslaag. (totdat)

[In some cases the first sentence will follow immediately after the conjunction (e.g. **Ofskoon** hy brandarm is, lyk hy altyd netjies gekleed), in others the second sentence (bv. **Sodra** almal in die saal is, word die prent vertoon).]

(c) Soos die vorige oefening, maar kies nou self 'n voegwoord (i.e. use an appropriate conjunction chosen from the many we have discussed) :

Ek verstaan nie. Hy het dit gedoen.
Ek vertrou Jan baie. Hy is my boesemvriend.
Hulle skiet met dinamiet. Die gate is geboor.
Hy het verongeluk. Hy was baie haastig.
Ek sal dit doen. Jy wil my help.
Die aarde bly droog. Dit reën baie.
Ons gaan tog swem. Die water is koud.
Die jagter sal skiet. Hy sien die leeu.
Verbeteringe moet aangebring word. Jy kry slae.
Julle kan maar eet. Die kos is opgeskep.

[Bv. Die aarde bly droog **ofskoon/alhoewel/nieteenstaande** dit baie reën. **N.B.** Do not use the same conjunction twice.]

(d) Soos die vorige oefening, maar begin nou elke keer met die **tweede** sin eerste (i.e. start off with the second sentence) :

Die seuns huil. Hulle het pak gekry.
Ek gaan vandag swem. Die swembad is oopgestel.
Hulle hou daarvan. Die seuns speel almal voetbal.
Hy is in hegtenis geneem. Hy het geld gesteel.
Ek kan nie na die nuus luister nie. My radio is stukkend.
Ek het baie huiswerk. Ek gaan teater-toe.
Jy moet aan my skryf. Ek sal vir jou 'n besoek bring.
Jy verwag dit. Ek sal die leeu vir jou opstop.
Hy het niks gemaak nie. Hy loop hier weg.
Jy sal die werk nou kan doen. Jy het goed opgelet.

[Bv. Hy loop hier weg (**as**)**of** hy niks gemaak het nie.]

(e) Soos die vorige oefening, maar sonder om **en** te gebruik :

Ek hou daarvan. Ek slaap. Die bed is sag.
Hy slaan die hond. Hy het sy kos gesteel. Hy was weg.
Die jagter skiet. Die leeu bestorm hom. Hy het hom gekwes.
Die boer ploeg. Die grond is sag. Die eerste reën het geval.

Die kind het verdwaal. Sy ma is stad-toe. Hy huil.
Hy vang geen vis nie. Die rivier kom af. Dit het gereent.
Die kind lees graag. Dit leer hom. Hy het nie baie vrye tyd nie.
Koos vang die kalf. Hy wil hom ry. Sy pa het dit belet.
Piet is kwaad. Die hond wou hom byt. Hy slaan hom.
Die kind is lui. Hy sal druip. Hy moet fluksser leer.

[The three sentences may be combined in any order, but see that you do not use **en**, and try not to use the same conjunctions every time. Bv. Ek hou daarvan om te slaap, **want** die bed is sag. **Ofskoon** dit gereent het, vang hy geen vis nie, **daar** die rivier afkom x Hy vang geen vis nie **omdat** die rivier afkom **nadat** dit gereent het x Die rivier kom af **nadat** dit gereent het ; **gevolglik** vang hy geen vis nie.]

(f) Stel nou u eie sinnetjies op waarin u die volgende voegwoorde gebruik (construct your own sentences with the following conjunctions) :
nadat, mits, daar, want, derhalwe, dog, alhoewel, toe, tensy, as, nieteenstaande, wanneer, gevolglik, anders, nogtans, sedert, dus, deurdat, terwyl, ofskoon.

(g) Begin telkens met die **vetgedrukte** woord en rangskik die woorde só dat u 'n sin kry (begin with the word black type and arrange the words so that you get a proper sentence) :

'n mooi stem het maar gehoor sangeres die hou haar nie van nie **die** (bv. Die sangeres het 'n mooi stem, maar die gehoor hou nie van haar nie.)
my sien hy hy vlug aankom die wind soos **as**.
ingebreek het by die huis terwyl het betrap hom **hulle** hy.
is kwaad ek te kom nie om anders versuim **moenie**.
sodra sit op loop hond die sien lat 'n hy.
gedra sal **jy** verlaat die jy jou tensy saal moet.
passasiers staan skip op hawe die dek die **daar** die binneseil.
indien werk nie hy ander pla die hond hy het nie.
Europa besoek het kom ek huis-toe ek **nadat**.
groei genoeg reën dit viooltjies die **as** pragtig.

[**Note** : The comma before a conjunction is sometimes replaced by a semicolon. The latter is used when it is felt that the pause after the first sentence is shorter than that after a full stop, and yet longer than that after a comma, i.e. to separate two (or more) ideas which do not separately constitute a complete idea, but together form one greater unity which is concluded by a full stop. Such mutual relationship, however, is not as narrow as in the case when a comma is used.]

ANGLICISMS (ANGLISISMES)

89 I presume that by now you have already written quite a few coherent essays on various topics, and that in the course of doing so you have encountered many difficulties. These difficulties will obviously consist in the problems which arise from the differences in idiom between Afrikaans and English, and which usually result in constructions derived from the English idiom ; in other words, **anglicisms**.

In the following paragraphs I furnish approximately 600 examples of such erroneous constructions and phrases, which may be taken as a good average

of the typical mistakes made by the English-speaking student[1]. At the end of each sentence an English word in brackets is included; this word refers to the "Vocabulary" where the English construction together with the **correct** Afrikaans equivalent will be found. The examples in the "Vocabulary" are not always exactly the same as the anglicisms, but idiomatically they are identical, so that it will be a simple matter to formulate the correct phrase which is required. E.g. Die diewe het maskers **aan**. (on). In the "Vocabulary" under "on" you will find : "the thieves had masks on : die diewe het maskers **op**gehad". Although the latter sentence differs from the anglicism in tense, it will be quite easy to deduce from this the correct form, i.e. that **aan** must be replaced by **op** ; thus : die diewe het maskers op.

Now attempt the following exercises and I am convinced that you will have gained a fair knowledge of the correct Afrikaans idiom by the time you have done all the examples. Also remember that while you are writing Afrikaans essays etc. extensive use can be made of the "Vocabulary" as most of the basic forms presenting obstacles are dealt with there.

90 Vervang die volgende sinne (meestal net die vetgedrukte gedeeltes) deur die juiste Afrikaanse uitdrukkinge [replace the following sentences (often only the parts in black type) by the correct Afrikaans idiomatic expressions] :

Jy moet my later **aan** in die dag kom besoek. (on)
In die dieretuin is baie bokke, voëls, **en so aan**. (m)
Wat is vanaand **aan** in die bioskoop ? (bioscope, on)
Die diewe het maskers **aan**. (on)
Ek moet **aan**gaan met my werk. (go, on)
Wat is in die saal **aan** ? (on)
Sit die ligte aan (af). (on, put)
Hy het **sy brieke** te laat aange**sit**. (brake, on, put)
Jan **sit** sy skoene aan. (clothes, on)
Koos is getroud **aan** Annie. (marry, to)
Sy ry **af** die straat. (down)
Ons moet die dier se vel **afsny**. (off)
Hulle het die bok **se vel afgevat**. (off)
Hy val **af** die boom. (down)
Jan kom nou **af** die werk. (from)
Die skooldans sal binnekort **afkom**. (off)
Iemand by die stasie **afsien**. (off, see)
Die kinders kry 'n periode **af**. (off)
Party **van hulle** was dronk. (all, of, some)
Ons sal maar die wedstryd **afsit**. (off, put)
Jy **sit** my baie **af** met jou lawaai. (off, put)
Agter dit het ons geloop. (after)
Ons moet agter haar hardloop. [2] (after)
Tienie moet **agter** die kinders **kyk** vandag. (after)
Ek sal **agter breek** kom. (after)
Kom **sien** my **agter sopper**. (after)
Julle moet vandag **agter** skool bly. (after)

[1] See *Introduction*.
[2] Sometimes a sentence is wrong on account of the omission of a particular word!

Agter 'n lang tyd het hy gekom. (after)
Ek het **al** die pad gery. (all)
Hy het **al die** tyd gespeel. (all)
Al van ons het pak gekry. (all)
Ek loop **al by myself.** (all)
Al kinders is stout op skool. (all)
Laat die kind nou **alleen,** asseblief. (alone)
Hy het **alle** soorte **dinge** by die huis. (all)
Na alles is dit tog die beste om stil te bly. (after all)
Almal van ons was daar by die rivier. (all)
Iemand het om die ambulans **gefoon.** (ambulance)
Die ander dag was hy hier om te kuier. (other)
Die huis het **die ander aand** gebrand (afgebrand). (other)
Die anders was al weg toe ons daar aangekom het. (other)
Ek is **angstig om die resultate te** hoor. (anxious)
Jy moet nog vandag die brief **antwoord.** (letter, answer)
Apart daarvan dat jy lui is, is jy nog oneerlik ook. (apart)
Ek gaan **daar as** ek gehoor het dat hy gekom het. (as)
Die werk was **swaar as** ek net vyf **jare** oud was. (as, year)
Ek gaan soontoe om te **sien as** daar iets is. (see)
As 'n reël kom hy nooit skool-toe nie. (as)
Gister het ek **'n bad gehad** toe ek wou gaan slaap het. (bath)
As ek môre klaar gewerk het, sal ek weer **'n bad vat.** (bath)
Die **banke** van die rivier is baie steil. (bank)
Daar is baie **wilde beeste** in die oerwoud. (beast)
'n Mens moet versigtig ry wanneer die stad so **besig** is. (busy)
Jy moet stilbly want dis nie jou **besigheid** nie. (business)
Die man doen goeie **besigheid met** die oorlog. (business)
Hy het in die **besige** straat verongeluk. (busy)
Wanneer sal jy daardie **besigheidsbrief** skryf ? (business)
Piet is in die afgelope tyd 'n baie **besige** man. (busy)
Jy moet altyd jou beste doen **in die** skool. (best, in)

91 Soos die vorige oefening :

Dis beste om maar altyd eerlik te wees. (best)
Hierdie boek is baie beter **dan** daardie een. (better, than)
Die boewe het die man gevang en hom **gebind.** (bind, tie)
Jan het **binne gegaan** in die huis. (into)
Ons het gisteraand **gegaan na die bioskoop.** (bioscope)
Die wind **blaas** my hoed af. (blow)
Bloed is dikker dan water. (blood, than)
Hy **bly** nog steeds in Pretoria. (stay)
In iemand se goeie boeke wees. (book)
Die bome het g'n blare meer **op** nie. (on, tree)
Die **boom** van Apiesrivier is maar vlak. (bottom)
Ek het 'n skoen**boks** gekry by die winkelier. (box)
Die **brawe** man het die geveg gewen. (brave, fight)
Jy kom nou net weer die stilte **breek.** (break)
In die honderd-tree-wedloop het Piet die rekord **gebreek.** (break)
Agter brekfis het ons weggegaan. (after, breakfast)
Ek moet nou my brief **toesluit,** want dit **laat is.** (close, letter)

Dis tyd om die brief nou **te end**. (letter)
Ek sal nou gou eers jou briefie **antwoord**. (letter)
Hy het gou **sy brieke** aange**sit**. (brake, on, put)
Die arme kind moet altyd **brille dra**. (glass)
Die man **bring** sy kinders self **op**. (bring)
My **paar broeke** het nie gister geskeur nie. (pants)
Die **brul** van die leeu was baie hard. (roar)
In die bos het ek 'n **brul** gehoor. (roar)
Ek het **buite** geloop toe ek die **raas** gehoor het. (noise, out)
Hy loop **buite want hy so kwaad** is. (out, outside)
Ek moet nog die bus **vang**. (bus)
By dit kom nog dat ek moet hardloop. (that)
Hy het dit **by ongeluk** reggekry. (by)
Hulle het gister **by** my gekom vir die geld. (to)
Die leeu is **by** die jagters geskiet. (by)
Hy het my **by** die kar gevat. (car, to)
Die boewe het die man **by** die leë huis gevat. (to)
Die werk is **by** 'n vreemde man gedoen. (by)
Die boek is **by** 'n man gekoop[1]. (by)
Hy is bekend **by** die naam. (by)
Ek hou daarvan om **al by myself** te loop. (all, by)
Daar was 'n seun **by** die naam **van** Piet. (by)
Die laksman het die moordenaar **by** die nek gehang. (by)
Ons span het **by** ses punte verloor. (by)
Ek is vreeslik **by** die stroom rondgedraai. (by)
By die tyd was hy al baie moeg. (by)
Die hengelaar het **vir 'n byt** gewag. (bite)
Eindelik het hy darem **'n byt gekry**. (bite)
Die seun het my **'n byt** van die appel gegee. (bite)
Ek het **daar gegaan direk agter skool**. (after)
Ek dink vandag daar**van** dat ek dit nog moet doen. (there)
Hy sal **die dag agter môre** terugkom. (day)
Ons het **die dag voor gister** die werk gedoen. (day)
Ons het eers gerus en **dan** het ons geloop. (then)
Hierdie werk is beter **dan** joue. (better, than)
Bloed is dikker dan water. (blood, than)
My broer **wie** uitgekom het, is hier. (who)
Wat is die datum vandag ? (date)
Gee my 'n **deskripsie** van die ontvlugte bandiet. (description)
Eindelik het ons ons **destinasie** bereik. (destination)
Ek het ook **deur dit** gegaan ! (that, through)
Ons het almal dieselfde kursus **deurgeloop**. (take)
Die seun het sy vingers **deurgesny**. (cut, finger)

92 Soos die vorige oefeninge :

Die gouer jy maak, **die** gouer sal jy klaarkry. (the)
Die oerwoud is baie **dik**. (thick)
Ons sal **agter dinner** vir jou kom kuier. (after, dinner)
In watter **direksie** het hy gegaan ? (direction)

[1] "By 'n man" is correct for the English "*from* a man".

Daar kom 'n trein ; sien jy **dit** ? (it)
Sorg dat jy gereeld die verbeteringe **doen**. (do)
Hulle het gou 'n dokter **gefoon** om die sieke te help. (doctor)
Voor die reën was daar 'n harde donder**klap**. (clap)
Daar was baie **dood** mense na die bomontploffing. (dead)
Hy probeer **drank opgee**. (drink, give)
Hy leer ook nou om **kar te dryf**. (drive)
Die **drywer van die kar** was besope. (driver)
Tussen die duiwel en die diep blou see. (devil)
Ek het eersteklas geslaag in **my** eksamens. (first)
Ek moet **my** eksamens skryf as die jaar **oor** is. (examination, over)
In die end het hy tog gewen. (end)
Ek moet nou my brief **end**, want my tyd **op is**. (letter, up)
Ek het **my eksamens goed geslaag**. (examination)
Hy maak baie **ekskusies** om los te **kry**. (excuse)
Baie skoolkinders **bly** in 'n **eetskool**. (boarding school)
My **familie** is weg en nou is ek alleen tuis. (family)
Die seun sal sy vingers **deursny** met die stomp mes. (cut, finger)
Die hele huis was **op vlamme**. (flame)
Ek het gou die ambulans **gefoon**. (ambulance, phone)
Ek het in die donker die **form** van 'n mens gesien. (form)
My vriend het **my kom kuier gister**. (visit)
Daar is baie vrugte **in** die bome. (fruit)
Ek moet nou weer **aan**gaan met my werk. (go, on)
Alles **gaan** vandag weer verkeerd. (go)
Die klok het al **gegaan** vir speeltyd. (bell, go)
Gee my **liefde** aan jou ouers. (love)
Dit het **die dag voor gister** gebeur. (day)
Die man **was** in 1875 gebore. (born, was)
Ek het voor **dinner** die tafel **gelê**. (dinner, lay)
Ek het dit **gelede** jaar al gedoen. (last)
Beste van geluk op jou verjaarsdag. (on, luck)
Ek het **myself** baie geniet met die dans. (enjoy)
Geniet **jouself by die** piekniek. (enjoy)
Die **glasse** se stukke lê **al oor** die vloer. (all, glass, over)
Ons **groei alle soorte** blomme in ons tuin. (all, grow)
Die man is baie groter **dan myself**. (big)
Die stout seun **hardloop** weg van die huis af. (run)
Amper **half** van die skool was daar. (half)
Dis nou presies **half oor twee**. (half)
Ek wil **halfte** hê van die lemoen. (half)
Na **halftyd** het ons die ander span geklop. (half-time)
Aan die ander **hand** is hy baie lui. (hand)
Die som is so **hard** dat ek dit nie kan doen nie. (hard)
Die werk was darem te **hard op** ons. (hard)
Jy moet **harder probeer** om die werk baas te raak. (harder)
Die kêrel is so **hardop** dat hy nie eers 'n bloue duit het nie. (hardup)
In skool het ons die boeke weggesteek. (in)
Ek wou nie sy **help** hê nie. (help)
Toe die leeu hom gryp, het hy **vir help geskreeu**. (help)
Elke hond kry sy dag. (dog)

Ons loop altyd **by** die huis **wat** spook. (house)
As ons **huis-toe** gekom het, was hy al weg. (home)
Jy moet darem jou belofte **hou**. (keep)
In die aande is daar baie sterre **in** die hemel. (in)
In ander woorde, jy is lui. (in)

93 Soos die voriges :

Ek het dit **in** skool gedoen. (in)
Die kadette moet nou maar **inval.** (in)
Hy neem **part in sports**. (in)
Is die Hoof **in** ? (in)
Sien dat jy **in tyd** is vir skool. (in, see)
Wanneer **kom** die trein **in** ? (in)
In winter is dit baie koud (in, winter)
Jy **is in die pad van geluk vandag**. (in)
Hoe **is** dit nog met Jannie ? (is)
Hoe **is jou familie** nog ? (is, family)
Hoe **is** dit met jou ? (is)
Die leeu was net tien **jaarts van my weg**. (yard)
Ek was drie **jare** weg. (year)
Ons het **jammer vir haar gevoel**. (sorry)
Hy is al tien **jare** weg van die huis af. (year)
Koos het dit **uit my jaart** gesteel. (yard)
In winter **sit** ons ons **se** jas**te** aan. (in, over-coat, winter)
Die man is sommer nog baie **jong**. (young)
Jou moet **jou** hoede hier kom haal. (you)
Die kaffer**huise** het **gebrand gister in die veldvuur**. (kaffir)
Ons het **laaste weekend vir 'n kamp gegaan.** (last, week-end)
Die wind waai om die **kante** van die huis. (corner)
Hy is **so arm soos 'n kerkmuis**. (church)
Ek het die kers **gelig in die aande**. (candle, light)
Toe die dag **klaar** was, het ons geloop. (finish, over)
Ons geld is alles **klaar**. (finish)
Die klein **seuns** is baie stout **in** skool. (small, in)
Ons **vat** ons klere **af as ons het lus om te swem**. (clothes, take)
Hy klim **af** die boom **as die baas het hom gesien**. (as, down)
In die môres klim ek op uit die bed. (climb)
Die klok het al **gegaan** vir **breek**. (bell, break, go)
Die tyd **van die vakansie sal kom**. (come)
Die dag van ons vertrek het **gekom**. (come)
Die kind **koppie** altyd Piet se werk. (copy)
Ons het die **koppie** gewen **met** die sport. (cup)
Hier is 'n **koppie** van die aantekeninge. (copy)
Die kind het kramp gekry **want** die water so koud was. (cramp)
Ons gaan weg **vir Krismis**. (Christmas)
Al die **krops was weggewas by** die reent. (crops, wash)
Hy **kry** moeg na die lang reis. (get)
Hy kry 'n halfdag **af van werk**. (get)
Toe ons hier **gekry** het, was hy al weg. (get)
Die dief het weer los **gekry al** hulle hom goed **gebind** het. (get, tie)
Die vrugte **kry** al ryp ; ons sal hulle binnekort kan pluk. (get)

Die **bybie** begin al **om** te kruip. (crawl)
Ek het die museum gaan **kuier die dag voor gister.** (day, visit)
Jy moet my kom kuier vanaand. (visit)
Ek sluit **hierby my kwalifikasies in.** (enclose, qualifications)
Ek sal 'n kwart**uur** laat kom. (quarter)
Hy het **vir** water **gekyk** toe ons **vir 'n kamp gegaan het.** (camp, for, look)
Hy het my **so 'n kyk gegee** toe hy kwaad was **met** my. (cross, look, with)
Ek **kyk vorentoe** na die vakansie. (look)
Ek was **laaste** Vrydag weg. (last)
Gedurende die **laaste** vakansie het ek amper **versuip.** (drown, last)
Die **laaste** paar dae het die wind baie **geblaas.** (last, blow)
Hulle het die drenkeling weer **op land** gebring. (land)
Hy het **'n lang tyd oor dit gevat.** (long, time)
Ek was **vir 'n lang tyd** weg **op** vakansie. (long, on, time)
Hy kon nie daar 'n **lewe** maak nie. (living)
Gee my liefde vir jou familie. (family, love)

94 Soos die vorige oefeninge :

So sluit ek my brief **toe** met beste **liefde.** (letter, love)
Met beste **liefde** van **jou liewe** seun. (love, loving)
Hy het my **'n lift gegee.** (lift)
Ek **lig** die kers **in die aande** wanneer dit donker **kry.** (candle, get, light)
Jy moet met die linker**handse** pad ry. (left)
Daar was 'n groot **lot** mense by die kerk. (lot)
Die hele **lot** het verongeluk met die aardbewing. (lot)
Ons moet môre tien **lyne** poësie kan **sê.** (lines, say)
Die kinders staan in 'n **lyn.** (line)
Dis **harde lyne** dat hy gedop het in **sy** eksamens. (examination, line)
Ek moet my werk altyd onder**lyn.** (line)
Ons het die **hooflyne** in die **papier** gelees. (line, paper)
Ons mae was vol **met** die vrugte. (stomach)
Ek sal jou **maak** werk as jy nie wil nie. (make)
Jy moet **applikasie maak vir** die **pos.** (make, post)
Die grap **maak** 'n mens lag. (make)
Piet het 'n drie **gemaak** in die voetbalwedstryd. (make)
Hy sal jou **dit maak doen** met die lat. (make)
Die meisie het 'n doel **gemaak** in korfbal. (make)
Die man het al baie **foute gemaak.** (make)
Sien dat julle al **julle** verbeteringe **maak.** (see, do)
Die arme kind is **riempiesmaer.** (thin)
Daardie meisie is egter **lampposmaer.** (thin)
Wat **meen** jy **by** wat jy sê ? (mean)
Wat **meen** daardie **swaar** woord op die bord ? (mean, difficult)
Dis hier nog **meer kouer** as in Johannesburg. (more)
Dis **meer of min** soos ek dit wil hê. (more)
Toe het ons maar **meer** hout **gekry.** (more)
Ek wil dit **meeste** doen van alle werk. (most)
Meeste mense wil nie werk nie, en net eet. (most)
Wat is die **mening van dit** ? (meaning)
Hoeveel **merke** het jy gekry vir die opstel ? (mark)
Het Meneer al die opstelle **gemerk** ? (mark)

Jy moet **met** Hans bly vanaand. (with)
Ons kan iets **met** die geld koop. (with)
Hy het met die stout seun **gedeel.** (deal, with)
Hy **deel** altyd by daardie winkel. (at, deal)
Die kar het **met 'n** dwarsstraat gekom. (along)
Ek sal met haar gaan na die bioskoop. (bioscope, with)
Die veld is wit **met** ryp. (with)
Hy gaan **met** Jan slaap **die dag na môre.** (day, sleep, with)
Hy gaan **met sy familie uit vanaand.** (family, with)
Ek het dit **in** 'n minuut **se tyd** gedoen. (minute)
Koos het **sy bus gemis gister.** (bus, miss)
Ons het 'n **mooi** tyd gehad by die dam **die dag voor gister.** (day, lovely, time)
'n Mens het altyd 'n **mooi** tyd by die see. (lovely, time)
Hy is **gehang want hy die ander man gemoor het.** (murder)
Ons het **in** die kar gery huis-toe. (car)
Ons moet nog tien myle loop om by die huis te **kry.** (get, mile)
Smôrens was ek my**self.** (myself, wash)
Ek het dit **myself** gedoen. (myself)
Die koek is net vir hom en my**self.** (myself)
My Pa en **myself** het **daar** gegaan. (myself, there)
Jy moet **na dit kyk** as ek weg is. (after)
Hy sal seker na **dinner** terugkom. (after, dinner)
Ek wil nou gou eers **na** jou skryf. (to)
Toe ons **na** Kaapstad gekom het, was dit al donker. (to)
Stuur die goed asseblief **na** my as dit aankom. (to)
Toe ons **na** 'n appelboom gekom het, het ons begin appels pluk. (to)
Ek het die hond weggegee **na** 'n kaffer. (to)

95 Soos die voriges :

Hy het na ons gekom vir die dag. (to)
Ons het **by 'n naby** berg gegaan **vir 'n piekniek.** (picnic, to)
Jy moet stappe **neem** met die dief. (take)
Hy het 'n eed **geneem** om dit nie te doen nie. (take)
Sy neem Geskiedenis in plaas van Wetenskap. (take)
Ek sal jou **part neem** as hulle met jou baklei. (take)
Ek sal jou **part neem** in die toneelstuk. (take)
Ek sal jou plek **neem** in die voetbalwedstryd. (take)
Ons het **'n rit in die kar geneem.** (take)
Hy het **niks** geld/kos/klere/tyd nie. (no)
Hy het nog niks goed verrig in die lewe nie. (no)
Neem 'n stoel ; waarom wil jy staan ? (take)
Nou se dae is die kinders baie lui. (now-a-days)
Ek sal dit in die **nuuspapier** lees in die môre. (newspaper)
Dieselfde **dinge** kry jy **al oor** die wêreld. (all, world)
Die dag was gou **oor as ons het so** hard gewerk. (as, over)
Ek sal kom as die eksamens **oor** is. (examinations, over)
Ek is kwaad **oor dit met jou.** (about, with)
Ek sal jou in kennis stel **oor dit.** (about)
Ons was **oorgelaai** met werk **in** skool. (in, overloaded)

Die kar het die kind **oor**gery. (car, over)
Ek het hom **oor**gestoot toe hy voor my gestaan het. (over)
Die water het die **banke** van die rivier oor**ge**stroom. (bank, overflow)
Ons moet oor-**klim** in die ander trein. (change)
Die kar het tweemaal **oor**geslaan. (over)
Die son **rys in die Oos en sink in die Wes.** (east)
Die son gaan van **Oost tot West.** (east)
Met **Oosterweekend** kry ons altyd **Oostereiers.** (easter)
Die man was drie dae **onbewus** na die ongeluk. (unconscious)
In die bos het ek 'n tier **ontmoet.** (meet)
Ons het gou **vir die ambulans** opgebel. (ambulance, phone)
Die skool sal Vrydag **opbreek** vir die vakansies. (break)
Hy gaan **drank opgee.** (drink, give)
Die rower het die mense **opgehou.** (hold)
Kom ons klim **op** die boom. (climb, up)
In die môre **klim** ek op **van** die bed. (climb)
Saans word al die huise **opgelig.** (light)
Ek sal jou môre **oplui.** (ring)
Hy **sit** altyd olie **op** sy hare. (put)
Ek het **opgesit** in die bed. (sit)
Ek sal die tent **opsit gou.** (put)
Die leeu leef **op** bokke. (on)
Wat is vandag **op** met hom ? (up)
Die man het die os **op** 'n boom vasgemaak. (to)
Beste van geluk op jou verjaarsdag. (luck, on)
Daar is nie nou vrugte **op** die boom nie. (fruit, on)
Jy moet kontant **op** aflewering betaal. (on)
Daar was **'n klop op die deur.** (on)
Die **pryse** van **dinge gaan nou geweldig op.** (up)
Hulle speel plate **op** die radio. (on)
Kyk die woord **op** in die woordeboek. (up)
Hy het **op** sy fiets gery. (bicycle, on)
Jy moet nou **jou gedagte opmaak.** (up)
Die dokter gaan **op** die man opereer. (on)
Ons gaan **op** Saterdag weg. (on)
Ons sal **opmaak vir** wat ons verloor het. (up)
Ons het toe maar **op stokkiesdraai** besluit. (on)
Julle moet nou ophou want julle tyd **nou op is.** (up)
Daar is nie meer blare **op** die bome nie. (fruit, on, tree)

96 Soos die vorige oefeninge :

Ons was **vir drie weke op** vakansie by Durban. (holiday, on)
Sy wandel **op die veld in die aande.** (in, walk)
Die **help** het hom weer **op sy voete gesit.** (help, on)
Alles was **op vuur** toe ons daar gekry het. (get, on)
Ek stuur my **order na** die winkel. (order)
Hy het die man **georder** om dit nie te doen nie. (order)
Jy moet die **order** van die Kaptein gehoorsaam. (order)
Hy is **van my ouderdom.** (age)
Alle mense **kry** naderhand oud. (old)

Party mense **kry** ouer **dan** anders. (get, older, other)
Die mense **pak** altyd saam by 'n ongeluk. (pack)
Ons lees die nuus in die **papier**. (paper)
Die uitslag van **my** eksamens was in die **papier**. (examination, paper)
Die een **part** van die masjien is weg. (part)
Ek sal jou **part neem** as hy jou wil slaan. (part, take)
Ons kan nie **spaarparte** vir die kar kry nie. (part, spare)
'n **Party** mans het **vir** hom gesoek. (party)
'n **Party** Trekkers het die Kaap verlaat in 1833. (party)
Ons gaan vanaand na 'n **party** by my vriend aan huis. (party)
Ons het **perde gery** op die plaas. (horse)
Jy moet **geld** betaal **vir dit**. (pay)
Hulle het **vir 'n piekniek gegaan** by die rivier. (picnic)
Ons het **geplan** om stokkies te draai. (plan, on)
Ons het 'n **plesierige** tyd **gehad** by die dansparty. (lovely, pleasant, time)
Hulle het gou **vir die poliesman gefoon**. (policeman, call)
Toe is hulle gevang **by** die polisie. (by, police)
Die **porter sit die goed** in die trein. (porter)
Ek doen aansoek **vir** die **posisie**. (post)
Die prefeks **in** skool is **lui party dae**. (prefect, in)
Ek probeer **my beste altyd**. (always, best)
Wat is die prys van die boek ? (price)
Die **raas** van die bye is lastig. (noise)
Ek het 'n **raas** gehoor in die kamer. (noise)
Die perde het **'n reis gehad** in die perde**reisies**. (race)
Die koeël gaan **reg** deur die plank. (right)
Jy **is reg**, ek het dit gedoen. (right)
Die bul het **reg vir my gegaan**. (straight)
Die leeu het tot **reg** voor my gekom. (right)
Hulle sit in 'n **ring rond** die vuur. (ring, round)
Die seuns vorm 'n **ring** as twee wil baklei. (ring)
Wat jy daar doen, **roep** ons verkeerd. (call)
Hulle **roep** hom altyd Kees. (call)
Die mense het **die ambulans gou geroep**. (ambulance, call)
Die see is vandag baie **rof**. (rough)
Die seun is 'n **rowwe** vent. (rough)
Die straat is **te rof** om daarop te ry. (rough)
Jy moenie so **rof** speel nie. (rough)
Toe ek **rond**draai, sien ek die leeu agter my. (round)
Die kinders sit **rond** die vuur in winter. (round, winter)
Die kar het **rond** die hoek gekom. (round)
Die **familie** sit **rond** die tafel **in die aande**. (family, round)
Hy het weer gou **rond**gekom na die ongeluk. (round)
Ek sal aan die end van die maand weer **rondkom** vir die geld. (round)
Toe ek **rond**kyk, sien ek die vyand **reg** agter my. (round, right)
Die leeu het die bok se **ruik** gekry. (smell)
Ek hou baie van die blomme se **ruik**. (smell)
Die man is baie ryk want hy **baie geld het**. (rich)
Die seun is baie vet nou hy gesond is. (fat)
Sal u dit asseblief vir my doen ? (will)
Ek gaan my Oupa se plaas kuier. (visit)

97 Soos die vorige oefeninge :

Wees seker van wat jy wil doen. (be)
Kom **sien** my môre as jy kan. (see)
Iemand by die stasie **afsien**. (off, see)
Sien dat jy môre kom, en nie **die dag na môre nie**. (day, see)
Ek wil gaan **sien** wat hy doen. (see)
Hy gaan **sien as** daar iets **is buite**. (see)
Piet is **siek in die bed**. (sick)
Hy sit **op** in die bed toe hy **gewakker** het. (sit, wake)
Sit vir my drie lepeltjies suiker in die tee, **asseblief**. (put)
Dit sit my in die bed (kooi). (much)
Sit vir my die lig aan/af. (put)
Ek gaan volgende maand skool verlaat. (leave, school)
Ons sal almal teen die ekstra werk **skop**. (kick)
Ek het **'n groot skrik gekry** toe ek dit sien. (fright)
Die spook het my **'n groot skrik gegee**. (scare)
Hy skud die man **by sy** hand. (shake)
Die twee karre het **rond** die hoek gekom en **mekaar geslaan**. (hit)
Hy gaan **met** Jan slaap **vanaand**. (sleep)
Ek wil my brief nou **toesluit** want dit **te lank is**. (close, letter)
Jy sal jou vingers **deur**sny met die stomp mes. (cut, finger)
Ek het **so** geskrik vir die inbreker. (so)
As somer kom, is die dae weer lekker. (come, summer)
In die **wilde tuin** is **alle soorte** diere. (game, Kruger, reserve)
Maak nou so gou **soos** moontlik. (soon)
Ek sal **agter sopper** vir jou kom **sien**. (after, see, supper)
Hy het **baie soorte dinge** by sy huis. (all, sorts)
Hy was so nat toe hy huis-toe gekom het. (so)
Ek het in die water gespring en die kind se lewe **gespaar**. (save)
In my **spaartyd** speel ek hokkie. (spare)
Ons wil 'n paar dae by jou kom **spandeer**. (spend)
Hulle **speel graag 'n grap op hom**. (play)
Daar word 'n nuwe **spoorlyn gebou**. (railway)
In skool het ons **alle soorte** sport. (in, sports)
Ek het 'n groot **spring geneem** toe ek die slang gesien het. (jump)
Hy **staan** 'n goeie kans om die **pos** te kry. (stand)
Hy kan nie 'n grap **staan** nie. (stand)
Ek kan dit nie **staan** dat jy so maak nie. (stand)
Ek sal jou **'n bioskoop staan**. (stand)
Ons oorlosie is altyd **stadig**. (slow)
Daar is baie lede **op die skool se staf**. (staff)
Jy moet stop by die hek. (stop)
Hy het nie vir die robot gestop nie. (stop)
In die aande studie ek gewoonlik. (in, study)
In die toneel het hy die **stuk** van 'n vrou **gevat**. (part)
Die **eksamenpapier** was baie **styf**. (stiff)
Die **eksamenpapier** was so **swaar** dat ek dit nie kon doen nie. (examination, stiff)
Hierdie somme is te **swaar** vir my. (hard)
Dis genoeg **om ons vir 'n maand te hou**. (enough)

Ek het dit 'n maand **terug** al gedoen. (back)
Ek sal jou **'n storie tel vanaand**. (tell)
Ek het my Ma alles **getel wat ek het gedoen**. (tell)
Die hele vloer was **toe met** water. (cover)
Ek wil nou my brief **toesluit**. (close, letter)
Hy sal **haar binnekort trou**. (marry)
Dis nou mooi twaalf **jare terug**. (ago, back, twelve, year)
Dit was die eerste **tyd** dat ek dit gedoen het. (time)
Ons het 'n **mooi tyd gehet** by die see. (lovely, pleasant, time)
Dit was 'n **plesierige** tyd toe ons **vir 'n kamp gegaan het**. (camp)
Julle moet net twee op 'n **tyd** kom, **asseblief**. (time)
Ek het **'n lang tyd oor dit gevat**. (time)

98 Het jy tyd op jou ? (time)

Wat is die tyd nou ? (time)
Hy het die **tydtafel opgetrek**. (time)
In 'n paar uur **se tyd** was hulle alweer terug. (time)
Vat julle potlode uit sodat julle kan skryf. (take)
Hy het uit die huis geloop toe hy kwaad was **met** sy ma. (out, with)
Jan het **uit** die venster gekyk. (out)
Die seun is **uit** werk. (out)
Hy het ver **uit**geswem in die see. (out)
Die **resultate** sal môre **uit** wees. (paper, out)
Ons **bly** vyf myle **uit** die stad. (out)
Hy loop **uit die voordeur** en is baie vies **met** sy pa. (out, with)
Ons gaan vrugte **uit sy tuin steel vannag**. (out)
Moet ek solank jou tee **uitskink** ? (out)
Hulle het gou die vuur **uitgesit** toe die huis gebrand het. (out)
Ons het **vir drie ure** gewerk. (hour)
Hier is u **se** wandelstok. (your)
Ons gaan see-toe vir die Julievakansies. (holiday)
Dis lekker om **op** vakansie te gaan. (holiday)
Hulle moes in **'n lyn inval**. (line)
Ek wil nie lekkers hê nie, want ek hou nie **van dit** nie. (of)
Hy het **van** die huis uitgegaan toe hy kwaad was. (of, out)
Hy het **van** die boom geval toe die tak gebreek het. (down, off)
Ek dink vanaand baie **van** my Pa daar ver oor die see. (of)
Die drie van ons sal stad-toe gaan. (of)
Daar was vyf van ons by die plek. (five, of)
Almal van ons het in die water geval. (fall, of)
Al twee **van** sy arms het gebreek. (of)
Ek wil nog die bus **vang**, daarom is ek haastig. (bus)
Ek het die trein **gevang** Pretoria-toe. (bus)
Klaas is nou sommer **vark**vet nadat hy so siek was. (fat)
Hy **vat** die man huis-toe **in** sy kar. (in, take, car)
Ons **vat** ons klere/skoene **af as** ons wil swem. (as, clothes, take)
Vat julle penne uit en begin skryf. (pen, take)
Ek het **verby** die huis geloop. (past)
Moenie **verby** my ry nie. (past)
Die winkelier het my verkul met die kleingeld. (cheat)
Die seun het sy boek by die huis **verlaat**. (book, forget, leave)

Ons het Ermelo **agtuur verlaat vir Durban**. (leave)
Ek gaan in Junie **skool verlaat**. (leave, school)
Jan het dit drie **jare verlede** gedoen. (ago, year)
Ek het **myself verloor** in die oerwoud. (lose)
Jy moet gou maak anders sal jy **jou trein verloor**. (lose)
Baiekeer **verloor ek myself** in die stad. (lose)
Jy moet hierdie getal **by vyf vermeer**. (increase)
Hy het sy honger **versadig** met die kos. (satisfy, still)
Die seun ry baie **verskillig** in die strate. (careful)
Toe ek by die see was, het ek amper **versuip**. (drown)
Die seun **gaan op** sy fiets. (bicycle, on)
Ek vind hom altyd daar. (find)
Ek kan die boek nie vind nie. (find)
Ons oorlosie is vandag **baie vinnig**. (fast)
Ons het **vir** die polisie opgebel. (for)
Jy moet hardloop **vir jou bus**. (for)
Ons het **vir** die ambulans **geroep**. (ambulance, call, for, phone)
Ek sal **vir dit** betaal. (for)
Hy vra **vir** nog geld. (for)
Sy huil weer **vir** haar pa. (for)
Ons het **vir** hout gesoek toe ons **vir 'n piekniek gegaan het**. (for, picnic)
Hy het **vir** my 'n brief **gestuur**. (send)

99 Soos die vorige oefeninge:

Jan het **vir 'n uur** gewag **vir die** bus. (for, wait)
Ek is al baie moeg **vir** skool. (of)
Piet soek **vir** sy Oupa **in die** straat. (find, in, look)
Ons het **vir voëltjies se nessies** gesoek. (for)
Die bang kinders luister **vir** voetstappe. (for)
Alles het opgegaan in **flamme**. (flame)
Die man is ses **voete hoog**. (foot)
Ek het die **vorm** van 'n mense gesien in die kamer. (form)
Die **vraagpapier in die eksamens** was baie **swaar**. (examination, question, stiff)
My Ouma het gister **gevrek**. (die)
Ek is jammer dat ek nie **vroeër** geantwoord het nie. (sooner)
My Ma **wakker my in die môres**. (wake)
Vanmôre het sy my te laat **gewakker**. (wake)
Die dogter gaan graag **op** die veld wandel. (walk)
Ons gaan dikwels **vir 'n wandeling**. (walk)
Die generaal **was** in 1901 gebore. (born, was)
Die weeskind se Pa **was** dood. (was)
Ek was **myself** in die môre. (myself, wash)
Die reën **was** al die mielies weg. (wash)
Al die **krops was weggewas by** die storm. (wash)
Die see **was** altyd oor die strand. (wash)
Dis die kas **wat alles in** is. (which)
Wat is sy naam? (what)
Daar is die prent **wat hy na** kyk. (which)
Wat is jy bang **voor**? (what)
Wat is sy ouderdom? (what)

Wat praat jy **van** ? (what)
Wat is die prys van die boek ? (price, what)
Dis die mes **wat ek mee** eet. (which)
Wat is die tyd nou ? (what, time)
Daar is die hek **wat jy deur** moet gaan. (which)
Hier is die boom **wat ons onder** gesit het. (which)
Dis die stoel **wat jy moet op** sit. (which)
Watter dag van die maand is dit ? (what)
Ek kom die **weekend jou** kuier. (week-end, visit)
Wees seker van jou taktiek. (be)
Ek **weet** hom goed. (know)
Ons moet môre ons les**te weet**. (know)
Ons plaas is twee myl**e weg** van Pretoria. (mile)
Ons moet **wegdoen** met huiswerk. (do)
Die seun gaan weg**hard**loop omdat sy pa hom slaan. (run)
Hoe sal ons **van skool** af **wegkry** ? (get)
Ons gaan agter die bome **wegsteek** totdat die man verby is. (hide)
Die man is heeltemal **wel-af**. (well-off)
Die man **wie** daar loop, is my oom. (who)
In die **Kruger Wilde Tuin** is **alle soorte van** wilde diere. (Kruger)
Winter is slegter **dan** somer. (winter)
As winter **oor** is, word die dae lekker. (winter, over)
Die skip het **gewrak** op die rotse. (wreck)
Die skip sal **wrak** as **dit** op die strand **gaan.** (wreck)
Bo alles was die oorlosie die mooiste presentjie. (above all)
As jy weet, was dit moeder se verjaarsdag. (as)
Ek het vinnig geswem **as** die man **het** al onder die water gegaan. (as)
Ons het **hom toe artifisiële respirasie gegee**. (artificial)
Hy het twee nuwe pype **as presente** gekry. (as)
Ons het **al** bioskoop-toe gegaan. (all)
Hy het **'n klip na my gegooi**. (at)
Ons het bietjie verder geloop. (a)
Ons het toe **'n** vuur gemaak. (a, fire)
Op die end van die jaar skryf ons **ons** eksamens. (at, examination)

100 Soos die vorige oefeninge:

Gedurende die **Boere** Oorlog was hy daar. (Boer)
Die hond het die tier **by** die stert gepak. (by)
Ons het gegaan **by** die **bazaars**. (by, bazaar)
Ons het 'n **mooi** party gehad. (beautiful)
Beste van geluk volgende keer met die eksamens. (best)
Ek het vir haar 'n **boks** sakdoeke gegee. (box)
Teer is 'n **by**produk van steenkool. (by-product)
Piet het hom **terug na die plaas geneem**. (back)
Ons **beter nou terug na die kamp gaan**. (better, back)
Daar was 'n **breek vir** vyftien minute. (break)
Ek het by die **b**abbelende stroompie water gesit. (babbling)
Almal het hulle asem gehou vir die gevaar waarin die man verkeer het. (hold)
Ons moet die partytjie **na 'n einde bring**. (bring)
Hy het sy **jas afgevat want dit so warm gewees het**. (coat, take)

In die aande het vriende by ons **omgekom**. (come)
Wanneer sal julle **julle skool toemaak** ? (close)
Ons het baie koeke geëet. (cake)
Die water het die drenkeling weggedra. (carry)
Hy het in klein **kringe** geloop. (circle)
Ons konsert sal in Desember **afkom**. (come)
Die **versuipende** man is toe **gespaar**. (drown, save)
Eergister was vader se verjaarsdag. (birthday)
Hy leer om dokter te wees. (doctor)
Hulle het ons **opgedeel** in groepe. (divide)
Die **drywer** het die man **by duime gemis**. (driver, inch)
Die dokter het hom **geëksamineer**. (examine)
Jy moet my **ekskuus** omdat ek nie **vroeër** geskryf het nie. (excuse, earlier)
Ek end nou my brief. (end)
Elke **tyd dat** hy gekom het, was ons bly. (every, time)
My Pa het 'n **fonteinpen** present gekry. (fountain pen)
Hy het net **van** die dokter se wagkamer uitgekom. (from)
Vir die laaste het elkeen koek gekry. (for, last)
Die present was van my Pa **af**. (from)
Die rivier was **in vloed**. (flood)
Daar was 'n ou man op die **vyfde vloer**. (floor)
Hy het **van** die boom uitgeval. (from)
Ek kyk op die **gesig** van die oorlosie. (face)
Ons was **op** vakansie by die Victoria **Watervalle**. (on, holiday, falls)
Ons het **daar** gegaan vir tien dae. (there, for)
Hy het **vir** my gesoek in die woestyn. (for)
Eerste het ons vir haar geluk-ge-wens. (first)
Ons het toe **'n** vuur gemaak. (a, fire)
Ons het **vir hom 'n goeie tyd gegee**. (good, time, give)
Die kameel het vinnig weggegalop. (galop)
Die hoed sal **by die rok gaan**. (go, with)
Die tou is deur die mense op die strand **gehou**. (hold)
Die **muur** het die water **teruggehou**. (hold, wall)
Sy het vriende genooi om tee te kom hê. (have)
Sy het **by haarself** gegaan. (by, herself)
Ons het haar 'n oorlosie gekoop. (her)
Aan die linker**hand** van die rivier was 'n boom. (hand, left)
Almal het asem **gehou** dat die tou nie moes breek nie. (hold)
In die môres het ons tuisgebly. (in)
Daar was 'n skip ; **dit** het gesink. (it)
Jy moet jou les leer **toe** jy wil slaag. (if)
Toe hy net onderkant die klip was, het ek ingespring. (just)
Sy het 'n hele **lot** presentjies gekry. (lot)
Dit het sommer my Ma se gesig **opgelig**. (light)
Ons lê die man op sy rug. (lay)
Ek het my oorlosie **ge**loor. (lose)

101 Soos die vorige oefeninge :

Beste van geluk volgende keer met die eksamen. (best, luck)
Ons het gewerk en my Ma het **aangekyk**. (look)
Ek hou baie **van dit**. (like, fond)

Die lekkers **maak** my mond water. (make)
Daar was **baie meer** presentjies. (more)
Meeste van hulle het gedrink. (most, of)
Ons het **vier meer** dae in die woestyn gebly. (more)
Meeste mense hou van lekker kos. (most)
So **aan en af** sien ek hom. (now)
Haar oë was vol **van** blydskap. (of)
Op die eerste **van** Desember was sy verjaarsdag. (on)
Ons het **op ons eie** 'n partytjie gevier. (own)
Binnekant kon **een** die gelag hoor. (one)
Hulle het die klavier **ge**speel. (play)
Ons het **'n end aan sy reisies gesit het**. (end, put)
Ek het vir my Pa 'n **paar broeke** gekoop. (pair, pants)
As die weer toelaat, sal ons gaan. (permit)
Die **piloot** het verongeluk. (pilot)
Ek het my hande voor my gesig **gesit**. (put)
Jy moet jou hand **opsit** as jy 'n eed aflê. (put)
Vader het die **draadloos** aange**sit**. (put, wireless)
Die mense wat opge**rol** het, het gedans. (roll)
In die aand het vriende by ons **omgekom**. (come, round)
Ons het Ma **'n rus gegee** en **gesien na** al die eetgoed. (rest, see)
Ons het **vir 'n rit in** 'n motor **gegaan**. (ride, car)
Toe ons daar **bereik** het, het ons uitgekamp. (reach, camp)
My Pa het ook 'n **paar brille** gekoop. (pair, glasses)
Hulle is uit die see getrek totdat hulle **in veiligheid gekom het**. (safety)
Ons gaan my Ouma in die hospitaal **sien**. (see, visit)
Hulle het hom weer **tot sy sinne gebring** nadat hy amper verdrink het. (sense)
Hy **stuur** die drenkeling na die **bank** van die rivier. (steer, bank)
Ons het **gesien na** al die eetgoed. (see)
Hy het in klein **ringe** geloop. (small, circle)
Ek was siek, **so ek het** in die bed gebly. (so)
Die selde middag het ons **vir 'n swem gegaan**. (go, camp, picnic, same, swim)
Daar **het** 'n mooi rolprent **gewys**. (film, show)
Party van hulle was dronk. (some of)
Ons het **deur die presente** gekyk. (look, through)
Ek is jammer om te **leer** dat jy siek is. (learn, to)
Ek sal my skoene **af**trek. (take)
Met groete van huis **tot** huis, sluit ek nou af. (to)
Hy was net **in tyd** om die man te red. (in, time)
Hy leer **om onderwyser te wees**. (to)
Ons het begin **om** te loop. (to)
Ek wens jou 'n voorspoedige Nuwejaar. (wish)
Hulle **sit** die leer teen die **wal**. (wall)
Ek was die eerste **een wie** ingeduik het. (first, who)
Ma was bly **met** die presente. (with)
Die meisies het **met die tyd** van die musiek gedans. (with)
Jy moet **jou** geskiedenis leer. (examination, your)
Hierdie jaar gaan ek nie **op** vakansie nie. (year, on)

102 Verbind die volgende sinne met die voegwoorde tussen hakies:

(a) Piet huil oor die verlore geld. Jan lag. (dog)
Ons verlang na ons ouers. Ons het hulle lief. (want)
Ek sal daarheen gaan. Jy moet met Jan Tuisbly se karretjie ry. (maar)
Die ongeluk was aan hom te wyte. Hy is beboet. (daarom)
Dit reën vandag vreeslik baie. Ek bly tuis. (derhalwe)
Piet is brandarm. Hy ry met 'n splinternuwe motor. (tog)
Almal moet die werk afmaak. Hulle sal gestraf word. (anders)
Jy moet eers die somme maak. Jy moet die opstel skryf. (dan)
Ek het dorp-toe gery. Die paaie was glyerig. (nogtans)
Ek het nie lus daarvoor nie. Ek sal jou help. (alhoewel)
[In some cases the second sentence must be placed first.]

(b) Hy het sy been gebreek. Hy het met sy fiets geval. (toe)
Ek moes soontoe gegaan het. Ek het tuis gebly. (egter)
Jan het vrugte gesteel. Hy het pak gekry. (gevolglik)
Gert is kwaad vir my. Ek sal hom darem maar help. (nietemin)
Die seun is baie sieklik. Hy het sy werk nie gedoen nie. (hierdeur)
Jy moet ophou met die vloekery. Jy sal slae kry. (daardeur)
Die kok het op straat gelê. Die kos het verbrand. (intussen)
Ek het hom vertel. Hy is 'n vreeslike entjie mens. (dat)
Versorg die blomme en die vee. Ek kom môre terug. (totdat)
Die motor gly nie. Dit reent ou-meide-met-knopkieries. (nieteenstaande).

(c) Ek wil nie soontoe gaan nie. My tuiste is hier. (omdat)
Kom besoek my. Jy gaan weer terug. (voordat)
Jy moet my kom help. Ek kan die werk doen. (sodat)
Ons het na die dieretuin toe gegaan. Ons het geëet. (nadat)
Piet sal by Jan gaan kuier. Hy gaan na die dorp toe. (eerdat)
Ek het gestruikel in die kamer. Daar was nie lig nie. (deurdat)
Daar loop die man. Ek ken hom baie goed. (vir wie)
Ek sal jou kom besoek. Jy sal tuis wees. (as)
Jy gaan die werk doen. Ek wil dit hê. (wanneer)
Hy sal nog kom. Dit is nie 'n uitgemaakte saak nie. (of)

103 Soos die vorige oefening maar begin telkens met die voegwoord eerste:

(a) Ons het daar aangekom. Hy was net aan die eet. (toe)
Die kind moet gaan slaap. Hy het die werk afgehandel. (sodra)
Hy het nog geloop. Dit het al begin reën. (terwyl)
Die Hoof het godsdiens gehou. Die kinders het gefluister. (onderwyl)
Ek wil die boeke hê. Jy moet hulle dadelik aan my stuur. (daar)
Hy het die diefstal gepleeg. Hy ontken dit nog. (hoewel)
Die kinders is stout. Ons hou tog van hulle. (alhoewel)
Jy wil nie saamkom nie. Ek sal tog gaan. (ofskoon)
Jy kan dit kry. Jy betaal dadelik daarvoor. (mits)
Jy gaan te gou dood. Jy sal ook oud word. (tensy)
[Sometimes the second sentence must be placed first.]

(b) Hy wil nie luister nie. Ek weet nie. (waarom)
Die goed is baie duur. Ons kan nie begryp nie. (hoekom)

Ek wil die geneesheer raadpleeg. Ek gaan dorp-toe. (aangesien)
Die wind waai. Baie mense kan nie verstaan nie. (waarvandaan)
Die lewe het hulle moeilik geval. Hulle het hier kom woon. (sedert)
Die dogter is verlief. Dis klaarblyklik. (op wie)
Ons gaan saam na die plaas toe. Ons weet nog nie. (met wie)
Hy kan nie onthou nie. Hy het die pen gegee. (aan wie)
Jy moet daarvoor betaal. Jy wil die goed hê. (indien)
Ek moet die kos bêre. Nugter weet alleen. (waarin)

104 Vul die ontbrekende voegwoorde op die oopgelate ruimtes in (supply the correct conjunctions in the open spaces) :

(a) Hy kan fyner oplet . . . wat julle dink.
Jannie is slim, . . . Piet is die slimste.
'n Mens kan sien . . . hy gekom het.
Hoe gevoeliger 'n mens is, . . . moeiliker val die lewe jou.
Ek weet nie . . . ek laas van hom tyding gekry het nie.
Kom na my toe . . . dit vir jou geleë is.
Moenie maak . . . jy niks daarvan weet nie.
Die jagter het hom boeglam geskrik . . . hy nie die leeu daar verwag het nie.
Jy moet gou maak, . . . sal jy laat wees.
Andries het 'n leuen vertel ; . . . het hy in die nou gekom.
. . . is jy gewoonlik ondankbaar, sal ons jou . . . help.
Jy moet maar self melk, . . . Klaas nie vanaand hier is nie.
Jaag die kalf uit . . . ek hierdie koei klaar gemelk het.
Die geneesheer sal ontbied word . . . jy aan die beterhand is.
. . . hulle die ape verwilder het, het die bobbejane weer gekom.
Die polisie wou weet . . . hulle nie stilgehou het nie.
Ek het teveel werk ; . . . kan ek nie saamspeel nie.
Ons het eers geswem ; . . . het ons die werk aangepak.

105 Voltooi die volgende sinne (complete the following sentences) :

(a) Ek glo hom nie, want . . .
Die man werk fluks ; dog . . .
Hy wil met die motor ry ; derhalwe . . .
Die stout seun maak of . . .
Die boer werk soos 'n slaaf ; tog . . .
Hy kom nou nooit meer hier nie sedert . . .
Hy dink altyd goed na voordat . . .
Dis ons plig om hom te help, nieteenstaande . . .
Jy moet vir my laat weet as . . .
Die saak lyk baie twyfelagtig, alhoewel . . .
Hy het eindelik belowe dat . . .
Jy sal moet water dra omdat . . .
Ons sal gaan koffie drink nadat . . .
Die werk is baie aangenaam ; nogtans . . .
Ons sal na die teater toe gaan en intussen . . .

(b) O so, dus is dit die plek waarvandaan . . .
Hulle het vreeslik geskrik vir die bobbejaan deurdat . . .
Jy moet 'n ander brief skryf, want . . .
Dis aangenaam om tennis te speel wanneer . . .

Hy kan nie alleen klaarkom nie, aangesien . . .
Die man het goed vuisgeslaan, maar . . .
Hy moet nou terugkom, al . . .
Jaap het baie geld geërf ; dus . . .
Hoe verder jy loop, hoe . . .
Ek sal nooit glo dat . . .
Ons ploeg eers die lande, dan . . .
Ons sal nie reent kry nie so lank as . . .
Sy hoed het soek geraak ; gevolglik . . .
Jy moet na my toe kom so dikwels as . . .
Neem die sambreel saam in geval . . .

106 Skryf die volgende sinne oor met die juiste volgorde (in the correct word-order) :

Ek het gegaan dorp-toe gister.
Piet loop af die straat daar hy wil wees in die dorp.
Ek verlang na my ouers want ek hulle liefhet.
Ek het pak gekry omdat ek wou dit nie doen nie.
Ons het terug na die oerwoud gegaan.
Piet het terug na die werk toe geloop.
Hy was kwaad en het nie met my die hele dag gepraat nie.
Ek sal jou help, maar jy my eerste moet help.
Ons het stokkiesgedraai daar ons het nie gemaak ons huiswerk nie.
Jy moet weer kom na my toe.
Ons wil die werk doen môre.
Die man het gesien hoe die dief het gesteel die geld.
Ek kon nie werk nie gister want ek siek was.
Hy huil omdat hy het pyn op die maag.
Die seun is fluks ; dog druip hy altyd in die eksamen.
My Ma was siek ; dus ek by die huis gebly het.
Ek weet dat die seun gekom het vandag.
Hy ons sal help of weet ek nie.
Die ongeluk het plaasgevind deurdat hy was nalatig.
Tensy hy kom dadelik sal ek loop.

107 Soos die vorige oefening, maar begin met die onderstreepte woord :

(a) huis-toe gaan ek klaar ek is **daar**.
pak gekry hy **omdat** het was stout hy.
fiets loop het nou sy Piet **vandat** gebreek.
dit vroeg melk **hy** nieteenstaande begin al nog is tog.
water is gou **alhoewel** swem ons gaan koud.
rond lekker is loop graag dit daar bedags **hy**.
heeltemal nie werk nie nie **hoekom** duidelik nie sy is wil.
in gelaat **verlede** het sy steek week hom die motor.
want natuurlik is nog die **dis** plaas lewe op daar die lekker.
brief nog geantwoord waarop **dis** nie jy nie die het.

(b) nie esel **van** nie hy hou want 'n stadig ek te loop.
asof nog gedurig gedra hom baba hy is **hy** 'n.
hierheen jy vir **kom** eerdat kwaadgeld rondloop.
man die het gestaan netnou praat wie en **dis** ek met.

dadelik ek werk het ek gekom begin **toe** het tuis.
al nie nietemin nie help hou jou van ek jou tog sal ek.
sedert skool begin kinders baie die kom die vroeër laat.
ons hiermee begryp dit **totdat** aanhou sal julle goed.
dat seun is lui wil nie niks die hy doen **so**.
nou moet anders loop **ons** kom maar julle sal.

(c) huis hierdie is glo spoke **daar** in baie.
vakansie heerlik strand bring aan **om** dit die te 'n is deur.
mense die **of** die twyfelagtig doen altyd is regte al.
hieroor later sal jammer **miskien** tog kry jy.
bobbejaan berg het kon ingevlug die skiet **voordat** die ek.
dikwels ons besoek **hulle** nogal kom.
dat tabak 'n baie rook selde **dis** die pypie man.
oor die skielik draad ewe gevlieg **die** hoenders het.
naturelle weerlig getref is **deur** daar die sewe.
word die geld teenswoordige opvoeding baie **aan** bestee.

108 Verbind elk van die volgende groepe sinne tot een :

Julle kan maar gaan speel. Die skool kom uit. Piet vra.
Die polisie het hom in hegtenis geneem. Hy het sy sakke vol geprop.
By die huis het hy ingebreek.
Jy wil dorp-toe gaan. Jy moet eers jou huiswerk maak. Jy kom van die skool af.
Die man is oorlede. Hulle het hom na die hospitaal toe vervoer. Hy het met 'n ander motor gebots.
Hulle het die sanger toegejuig. Hy het pragtig gesing. Hy tree op voor die gehoor.
Die seun het sy baadjie aangetrek. Die moue was toegewerk. Hy kon dit nie aankry nie.
Hy wou nie langer wag nie. Die man het 'n radio gekoop. Hy kon nie daarvoor betaal nie. Hulle het dit teruggeneem.
Piet het sy hoed gevat. Die man was baie onbeskof. Hy het vir Piet kwaad gemaak. Piet het nie weer na hom toe gegaan nie.
Sy moeder het hom belet. Hy gaan te dikwels na sy vriend toe. Hy verwaarloos sy werk.
Koos het die leeu doodgeskiet. Hy het gaan jag. Die leeu wou hom bespring. Hy was net betyds.

109 Skryf die volgende sinne oor, maar begin telkens met : Hy sê dat :

Ek sal nie vandag kan kom kuier nie. (Bv. Hy sê dat ek nie vandag sal kan kom kuier nie. — Note the word-order !)
Die leeus loop en brul as hulle kos soek.
Die arme man het lelik verongeluk met die motor.
Hy wil na die winkel toe gaan daar hy goedjies nodig het.
Hy sal in die eksamen druip aangesien hy nie geleer het nie.
Ons moet die aandjie by hom kom deurbring.
As dit so aanhou met reën sal ons nooit wegkom nie.
Die ongeluk is te wyte aan die besope bestuurder.
Die wind waai gewoonlik vroeg in die môre.
Ek sal werk nadat ek eers 'n uiltjie geknip het.
Jan weet nie eers waarom hy dit gedoen het nie.

Ek sal gaan, ofskoon ek nie baie lus daartoe het nie.
Sy maat het waggestaan en intussen het hy die vrugte gesteel.
Jy kan die boek leen ; dog jy moet dit baie mooi oppas.
Die werk sal baie lank duur ; derhalwe kan ons dit nie doen nie.
Ek wou graag kom, maar ek is verhinder.
Mits almal saam werk, kan die moeilikheid te bowe gekom word.
Deurdat ons dit nie verstaan nie, kan ons nie vorder daarmee nie.
Die meisie sal skoolsit tensy sy die somme doen.
Indien almal vroeg kom, kan die konsert om agtuur al begin.

110 Skryf die volgende sinne oor en vul die ontbrekende woord(e) aan :

Ek het nie my werk gedoen. (Bv. Ek het nie my werk gedoen **nie.**)
Hy het nog nooit die see gesien.
Piet het nog niks goeds in die lewe verrig.
Toe ek by die huis gekom, het ek begin werk.
Kom jy môre na die skool ?
Ek het uit die huis geloop.
Jy moet maar in die water gaan.
Hy kom nou net van die plaas.
Petrus ry verby die huis waar dit spook.
Ek het geen geld meer by my.
Jy moet darem nie so-iets doen.
Ek het al lank verwag dat hy dit sou doen.
Toe ek by die huis gekom, het ek voortgegaan met die werk.
Piet loop verby die plek waar hy moet werk.
Hoekom het hy nog glad nie die werk gedoen ?
Die bedelaar het geen slaapplek.
Ons het die man in die put laat sak.
Hoe laat kom jy van die skool ?
A nee a, ek het nog glad geen kans gehad om dit te doen.
Ons gaan vanaand na die hospitaal om ons vriend te besoek.

111 Skryf die volgende sinne oor met die juiste verdeling in lettergrepe (with the correct division into syllables) :

(a) Die man is met vak-ans-ie en sal lank weg wees. (Bv. va-kan-sie).
Ons het al die lekk-ers opg-eët voor hy gek-om het.
Jy moen-ie so baie praat wann-eer jy hiern-at-oe kom nie.
Hoek-om het jy dit nie aan my vert-el nie ?
Die kind het alw-eer wegg-ehardl-oop toe Koos hom wou vang.
Toe die amb-ul-ans daar aang-ek-om het, het hull-e hom dad-el-ik opg-el-aai en hom na die hosp-it-aal toe gen-eem.
Al die berg-e en die bom-e in Suid-Afr-ik-a vorm pragt-ig-e nat-uurt-on-ele.
Die bank-e, stoel-e, taf-els, kast-e en bord-e in die klask-am-er is nog nuut.

(b) personifikasie, lettergrepe, plantdeskundige, klavierbegeleiding, posspaarbankboekie, prokureurseksamen, selfverloëning, siekteversekeringswet, skoolmeesteragtigheid, skoorsteenmantel (bv. na-apery = na-a-pe-ry).

112 Skryf die volgende sinne oor met die juiste spelling vir die vetgedrukte vorme : —

(a) In die dieretuin is daar baie **boke,** voels en **honders.**
Hy is **a** baie moei **suen**tjie.

Watter prent **woord** vanaand in die bios**kope** vertoon ?
Hy het die ver**kerde address** op die **kovert** geskryf.
Die sk**oe**ldanse sal bi**ne**kort gehoe word.
Ons sal maar die we**t**stryd uitstel.
Hy **fal** van die b**oe**m af.
Jy moet vandag skoelsit.
All die kinders sal vandag op skoel wees.
Hy het **alehande** goed by die huise.
Piet het ales opgeëët toe ek daar was.
Sorg dat hy **als** doen en nie net die helfte nie.
Iema**n**t het gou om die ambulanse getelefoneer.
Hy was die **ander dag môre** weer hier.
Jy is nie net stout nie, da**r**enteën is jy nog lui **o**k.
Gee a**sem**blief vir my **o**k 'n bo**o**k.
Die esel ro**ll** gra**g** op die asshoop rond.
In die ree**l** kom hy noeit skoel-toe nie.
Ons hys het nou die aan**t** afgebran**t**.
Per slot van re**kk**ening is dit tog ma**r** die beste.

(b) Jan het alweer sy baa**it**jie geskeer.
Die re**v**ierwale is baie st**y**l.
Dis ma**r** die beste om **e**rlek te wees.
Die bo**o**k is be**tt**er as da**r**die een.
Ons was gisteraand na die bios**kope** toe.
Waar blo**o**d nie kan loop nie da**r** kryp hy.
Die man het baie geblo**o**i.
Die bo**b**ejane verniel die boer se me**a**lies.
Ons bo**o**ke is allmal weg.
Daar is geen bla**a**re aan die bo**mm**e nie.
Die bodem van die re**v**ier is baie di**p**.
Die s**ue**n sit bo-op die kas en sla**p**.
Jy moet jou skoe**nn**e **e**rs goed borstel.
Hy het in die bosies rondgeloep.
Die kind b**ue**r voorentoe.
Sy loop buite**r** rond in die reënt.
Sy het per toe**f**al die som regekry.
Ons speel gra**g** in die le**e** hys.
Die blompot is d**ue**r **in** vremde man gemaak.
Die stroom het my baie rondgedry.

(c) Dis my pen ; ek skryf da**r**meer.
Die werk is be**tt**er as joue.
Ek het by die d**ue**r ingegaan.
Ons het almal **die selle** kurses d**ue**rloep.
Die arme kind het sy **f**ingers gesn**ei** met die mes.
Hoe harde hy loop, hoe harde die spoek lop.
Dis **die selle** ding as die wat ek het.
Hulle het gou die dok**t**or ontbie**t**.
Hoekom probe**ur** jy nie om die werk te doen nie ?
Jy gaan te **vêr** ; jy moet nou omdry.
Jy moet ma**r** da**r** d**ue**r die d**r**ad klim.
Die d**u**re vreet **darm** vreslik baie.

Ek het in die ersteklass geslag in die eksamins.
Dis jou eier book daardie ; ken jy dit nie ers nie ?
Ons het eindlik daar aangekom.
Hulle woen nog almall in England.
Daar is baie banke, stoelle, ensovoorts in die skoels.
Ek gaan met die verkansie by my famielie kuir.
Die kind het net feertien booke gekry.
Daar is fierteen bobejane in die duretuin.

(d) Jy moet fiertien reels uitskryf omdat jy nie lyster nie.
My fingers is lelik verbrant met die vier.
Die vuer flam somer baie leker vanaant.
Ek het die gedaante van 'n mense gesien.
Die form van dardie ding is heltemaal verkerd.
Koos is vanjaar in form fyf.
My friend het vir my kom kuir.
Dar is vanjaar baie frugte aan die boome.
Ek het fyf/fyfteen/fyftag apples gekoop.
Ek het weggegaan van die pleke af.
Daar is in gaaitjie in jou kous.
In die hoenerhok is in gaat.
Daar is baie gaate in jou baaitjie.
Geagte maneer, ek het u brief ontfang.
Dit het eergister gebeer.
Ek het dit al baie probeur, maar ek kan dit nie regkry nie.
Die general is in 874 gebôre.
Ek sal dit gedeurende die verkansie doen.
Ek het hom in pak slaë gegeë.
Jy tref dit vandag regtig gelikig.

(e) Ons het gaan picknick in die kloef by die berg.
Die mense het heltemaal genog kos.
Jy moenie altyd in mense se gevoelins seermaak nie.
Ek het gister die glaas gebreuk.
Die glasse se stuke lê ooral op die floer.
My Pa is a goed man, daarom het ek hom lief.
Jan is ok regtig in baie gooi man.
Daar grooi baie grass in onse tuin.
Ons kweek alehande sorte blome in die erf.
Die man is baie grooter as ek.
Dit het vandag weer baie hard gehaal met die donderstrom.
Hy haardloop weg vir die ander suen.
Ek wil die helfte he van die lemon.
Ek het gister baie werk gehard om kla te maak.
Snags is daar baie hasse langs die paaitjie.
Die hassies verniel ons groente vreslik baie.
Die dief was hastig om weg te kom.
Die geld is all heltemaal op.
Ons het die strafbook weggestiek.
Piet het gister die hêle dag gewerk.

(f) Jy moet die helle som weer oordoen.
Die suens dra wit hempde op skoel.

Ons hempe was geskeer na die frugtestellery.
Wat maak jy hiermeer ?
Jag gou die hoeners in die hock in.
Ons gaan folgende jaar na die hoërskool toe.
Ons het in hondered skaape by die hys.
Daar is fyfhondered kinders by ons op skool.
Ek het in baie moei hondtjie persent gekry.
Saans is daar baie stêre aan die heemel.
Hy is nog maar in klien kindtjie.
Die book is regtig in baie intresante stoorie.
Daardie book is baie interesante.
Die ferhaaltjie interseer my nou glad nie.
Wanner het jy laast van jou famielie gesien ?
Ek het its in die kammer gehoor loep.
Ons het sondagaand om nege-ure by die huis angekom.
Maandagmiddag om ene-uur het hy geverongeluk.
Vaalrevier is in sytak van die Oranjerevier.
Hulle woen nog steeds in Du Toitstrate.

(g) Die ander mense woon were in Pretoria-Wes.
Dis vandag 25ste Januarie, maar môre is dit die 26 Januarie.
Jan het goe-goe weer terugekom.
In die afgelope tyd was hulle korte-kort in die mooilikhied.
Die verdwaalde kind loop huil-huill in die straat.
Dis nou net twalveuur en oor fyf uur moet ek daar wees.
Ons het gister almall dorpe-toe gery.
Jan het om seweruure tuisgekom.
Ons moet om vuurier vertrek, want die reis sal vuur ier duer.
Ons gan nie fendag skoel-toe nie.

113 Skryf òf die kappie (^) òf die deelteken (··) bo die vetgedrukte letters:

(a) ,,Die arme kerel is vandag alweer siek", se die pa terwyl hy na die seeeend kyk waarvan die siek seun nie mag eet nie. ,,As jy 'n fyn skut wil word, moet jy sore dat jou koeels altyd van die beste soort is", se die ou ervare jagter. ,,Verder moet jy plat op jou maag le, want dis gewoonlik makliker as om op jou kniee te staan." ,,Maar, Oom", se die seun, ,,as ek le, kan ek nooit die voels in die hoe bome raak skiet nie." ,,Nou ja, kerel, jy wil tog nie voels skiet nie, maar hienas, tiers, leeus en sulke diere, nie waar nie ?"

(b) Wanneer die boer wil ploee, gebruik hy gewoonlik ysteree om die grond fyn te maak.
Die varksoe eet uit die troe wat in die hokke le.
Die houtvoee kan toegemaak word deur houtwie daarin te slaan.
Die sewe see omspoel die vyf kontinente.
,,Wil jy mee-eet aan die heerlike gereg ?" wil die waarseer weet.
In vervloe dae het die vroee boer die meeste droe vrugte gehad.
Die fee gee lang tree as hulle in twee oor die see gaan.
Dit kan die kooperasie nie skeel hoeveel sooloe daar is nie.
Die wie word gebruik om die kinderwiee stewiger te maak.
Die koeels fluit om die plek waar die vyand duidelik silhoeetteer teen die heuwelruèns.

(c) Hy le soos 'n lui kerel aan wie die hele wereld behoort.
Verdeel die getal in twee twee.
Die fee is bowenatuurlike wesens wat oor al die see sweef.
Die bedrieer mag nie 'n vlieenier wees nie.
Die kombers kom van ver en is baie werd. [Note these forms.]
Ek wil twee skere he vir die nee (nine) klante.
Daar is neen-en-neentig (99) mense in die primere afdeling.
Die populere kerel het al baie wee begaan in sy leeftyd.
Die voee in die houttroe het geswel vanwee die baie reen.
Dis 'n seen dat daar darem so-iets as rus is vir die moees.
Hy wil die seun terdee die kop was oor sy bedrieery.
Die gebler van die skaap vervul jou met heimwee.
Die smarte en wee van die ou lewe is ondraaglik. [Compare this **wee** (= pain) with the previous **weë** (= ways).]
Hy loop al daelank met 'n nek wat verle is.
Hy voel verlee oor die misdaad.
Die vroee besoeker is die moee ou man wat wil rus na al sy swoee en swerwe.
Die beleering van die stad het daelank geduur.

114 Skrap die woord wat nie van toepassing is nie (delete the word which is not applicable) :

(a) Die man lei/ly verskriklik baie pyn. (Bv. Die man **ly** . . . .)
Jan moed/moet baie hard werk, maar hy is vreeslik lei/lui.
Piet leun/leuen graag teen die muur; daarom is sy kleure/klere altyd vuil.
Wanneer die klok ly/lui, sal jy maar moet/moed ingaan.
Die seun het nie meer moet/moed om voort te gaan nie.
Leen/leun my party van daardie mooi verf.
Dis nie mooi om altyd 'n leun/leuen te vertel nie.

(b) Met die waterskaarste mag 'n mens nie jou tuin nat spyt/spuit nie.
Sy maat sal hom kom help/hulp met die werk.
Op ons plaas is daar 'n baie diep pit/put.
Een punt/pint melk per dag is nie genoeg vir ons almal nie.
In Indië word baie reis/rys geëet.
Die pit/put van die perske is baie skerp.
Ek is dankbaar vir die help/hulp wat die man verleen het.
Dit spuit/spyt my regtig, maar ek kan nie kom nie.
Aan die pint/punt van die tou is 'n knoop.
Die kêrel is gereed om die rys/reis te onderneem.

(c) Die haal/hael het ons motor se tent heeltemal vernietig.
Die fors/vors van die land is simpatiek teenoor sy onderdane.
Altesame was ons fier/vier wat die fees gefier/gevier het.
Hy het die hele ent/end pad afgejaag om die trein te haal.
Die man het sy vyand deur die hard/hart geskiet.
Wanneer sal jy die boek kom hael/haal ?
Hy is 'n vors/fors geboude man.
Die oorwonne man stap fier/vier en trots voor sy vyand uit.
Aan die ent/end van die maand moet jy kom kuier.
Die klip is te hard/hart om dit te breek.

(d) Die seun ryk/ruik aan die blom.
Jan skut/skud die boom sodat die vrugte afval.
Piet het 'n vreeslike lyding/leiding deurgemaak voor sy dood.
Die maer/maar hond moet meer kos kry.
Ons kan die see se diepte nie oral pyl/peil nie.
As 'n mens 'n leeu wil skiet, moet jy 'n fyn skut/skud wees.
Onder sy leiding/lyding hoef ons nie te vrees nie.
Ek wil dit graag koop, maer/maar ek het nie geld nie.
Die pyl/peil het die bok in die ribbes getref.
Alhoewel hy ruik/ryk is, kan hy tog nie sy skatte gebruik nie.

(e) Die lug is heerlik vars/fris en fris/vars in die môre.
Die skerp reuk/ruik van die blom laat 'n mens kwaad/kwaai hoofpyn kry.
Die kwaad/kwaai hond is baie getroud/getrou.
Die hond reuk/ruik nou eindelik/eintlik waar die wild is.
Die koel/koeël het per ongeluk die kwaad/kwaai man getref.
Jan is kwaad/kwaai omdat sy dogter met die niksnuts getrou/getroud is.

115 Probeer nou self sinnetjies opstel met elkeen van die volgende woordpare (attempt your own sentences with each one of the following pairs): stad/stat, styl/steil, vly/vlei, weier/wyer, boonop/bo-op, spring/sprong, standerd/standaard, teenwoordig/teenswoordig, wie/wîe/wieë/weë, wreek/wraak/wrok. [In most cases you will find an example of the use of these words in the "Vocabulary". This also applies to most of the preceding general exercises.]

VOCABULARY (WOORDELYS)

116 (N.B. The English sentences/phrases are more in accordance with the spoken language, but in some cases I shall also give the more correct English form. Particular attention must be paid to the explanatory "notes" where they are given.)

A

a: — naughty boy = **'n** stout seun ; — little further = **'n** bietjie/entjie verder ; we made — fire = ons het vuur gemaak. [**Note:** the indefinite article is sometimes omitted in Afrikaans ; cf. § 63 (ii).]

above all: — that was the best present = **bowe(n)al** was dit die beste present/geskenk/gif.

about: to be cross — something = kwaad wees **oor** iets ; to inform one — something = iemand inlig **oor** iets x iemand iets vertel/meedeel.

address: **adres** [note the single **d** and **s**] ; to — a letter = 'n brief **adresseer**.

after: look — the child = die kind **oppas/versorg** ; to run — the child = om agter die kind **aan** te hardloop ; to stay — school = om **op** skool te bly/**skoolsit**/agterbly **ná die** skool uit is ; — that = **daarna** ; he came — a long time = hy het na 'n **lang ruk**/lank daarna gekom ; to go there directly — school = daar**heen** gaan onmiddellik ná **die** skool uitkom ; — break = **ná die** speeltyd ; see me — supper = kom **spreek**/besoek my **ná die** aandete. [Note : although it is characteristic of Afrikaans that the definite article **die** should precede the noun, there are cases where it must be omitted, e.g. **op skool** (cf. § 63 (i)). By frequent use, and if there is no possible doubt about the actual meaning, **die** may also be omitted ; thus many Afrikaners would say : **ná** skool/speeltyd/aandete/kerk. This is permissible, though I doubt its advisability, especially where foreigners are concerned. On the other hand this definite article must never be dropped in sentences like : **ná die** skool uitkom ; cf. the English equivalent in which **the** is omitted.]

after all: — it is best = **per slot/stuk van sake/rekening** is dit tog maar die beste. [Note : **per stuk van rekening** is hardly ever used ; in this case **per slot** is employed ; both are correct in conjunction with **sake.** Beware of "agter alles" !]

age: he is my — = hy is **net so oud** as/soos ek; what is your — ? = **hoe oud** is jy ? ; they are of the same — = hulle is **ewe oud.** [Note : **ouderdom** is mainly used in the sense of "old age".]

ago: three years — = drie jaar **gelede**; I did it years — = ek het dit **jare gelede** gedoen. [Note : **jaar** is used when preceded by a definite number, but **jare** in an indefinite meaning. Also cf. § 64.]

all: I walk — by myself = ek loop **heeltemal alleen**/stoksielalleen/ vingeralleen ; — children are naughty = **alle** kinders is stout ; — kinds of

things = **allerhande** goed; — over the world = **oor** die **hele** wêreld; came — the way = die **hele ent** (pad) gekom; walked — the way = die **hele ent** (pad) geloop; played — the time = die **hele tyd** gespeel/ **heeltyd** gespeel; — of us = **ons almal**; we — = **ons almal**. [Note: **all the children**, is also rendered **al die kinders** in Afrikaans, i.e. the definite article is inserted. **Allerhande soorte** is a tautology as **allerhande** means **soorte**. In an indefinite meaning **allerhande** is preferable to **soorte**, but in a definite sense, e.g. all **the** kinds, i.e. every kind, **al die soorte** is used. Also note the following: he has various kinds of trees = hy het **verskeie soorte** bome; he has different kinds of trees = hy het **verskillende** boom**soorte**.]

all sorts: — of things = allerhande goed. [Cf. preceding note.]

alone: to be alone = om **alleen**/allenig/eensaam te wees; to feel — = om **eensaam** te voel; leave the child — = laat die kind **met rus** / laat die kind **staan** / moenie die kind pla nie; all — = **heeltemal alleen**, ens. (Cf. "all".)

along: — side the house = langs die huis; to come — a side street = om in (op) 'n dwarsstraat aan te kom.

always: I — try my very best = ek **span altyd my kragte in** / ek doen **altyd my bes** / ek doen **altyd my uiterste bes**; he—rendered the best work = hy het altyd die beste werk gelewer. [Note the difference in use between **bes** and **beste**.]

ambulance(-s): I phoned for the — = ek het die ambulans telefonies **ontbied** / ek het om (= for) die ambulans getelefon**eer**.

and so on: wild buck, birds — = wildsbokke, voëls **ensovoorts**/ en so meer/ en dergelike meer [**not**: en so aan!].

animal: most —s eat much = **die** meeste **diere** vreet baie; wild — in the jungle = **wildediere** in die oerwoud; my cattle are wildy—s = my beeste is **wilde diere**. [Note the difference in spelling between **wildediere** (= wild beasts), **wilde diere** (= unruly animals) and **wildsdiere** (= wild game).]

answer: to — the question/letter = die vraag/brief **be**antwoord; that is no — = dis geen **antwoord** nie; in — to = in **antwoord** op; I cannot — to that = ek kan nie daarop **antwoord** nie.

anticipation: to thank in — = by **voorbaat** bedank.

anxious: — to hear the results = **gretig** om die uitslae/resultate te verneem/ hoor; he is — about his children = hy is **angstig** oor sy kinders/hy is **bekommerd** oor sy kinders (i.e. he is concerned about their welfare). [Note: never use **angstig** in the sense of "desirous, eager".]

apart: — from that = **afgesien daarvan**; the one — from the other = die een **afsonderlik**/apart van die ander.

artificial: to apply — respiration = **kunsmatige** asemhaling toepas/aanwend: — jewelry = **nagemaakte/onegte** juwele; — teeth = **kunstande** (valstande). [Note: words denoting artificial limbs will mostly be rendered by **vals** instead of **kuns**, but both are correct. Avoid the word "artifisiële".]

as: I am going there — I have heard that he has returned = ek gaan daar**heen daar/aangesien** ek gehoor het dat hy teruggekom het; — he was caught = **daar/aangesien/omdat** hy gevang/betrap is; it was hard on me — I was only five = dit was **moeilik** vir my (dit het my **moeilik geval**) **daar**/aangesien/omdat ek maar net **vyf jaar** oud was; — a rule it always rains = **in die** reël reën/reent dit altyd; — soon/quickly/slowly/well — possible = **so** gou (vinnig)/stadig/goed moontlik [note: **so** is followed by **as** or **soos** in a case like: doen dit **so** gou **as** wat jy moontlik kan / doen dit **so** gou **soos** wat jy kan, i.e. when other qualificative words are inserted, but when **so** and **moontlik** are separated by one adverb, **so** is not followed by **as** or **soos**, as in English]; — you know = **soos** jy weet; he received two pipes — presents = hy het twee pype **present gekry**. [Note: for the Afrikaans use of **as**, cf. "than".]

ash: — heap = ashoop; his -es were strewn over his farm = sy **asse** is oor sy plaas verstrooi. [The latter example is one of the very few cases in which the plural form is used.]

at: to deal — a store = om **by** 'n winkel te **koop**/te **handel**; to be — the place = om **by** die plek te wees; to throw a stone — someone = iemand **met** 'n klip te gooi; — the end of the year = **aan** die einde/end van die jaar; we came there — last = ons het **eindelik** daar **aan**gekom/ons het **einde ten laaste** daar aangekom (at long last, i.e. for the sake of emphasis).

aunt = tante; my — 's kitten = my tante **se** katjie.

auntie (aunt) = tantetjie/tannie; that puppy is —'s = daardie hondjie is **tannie s'n**.

B

baboon: a — = 'n bo**bbe**ja**an**; the —s are in the maize-field = die bo**bbe**ja**ne** is in die mielieland; we caught a little — = ons het 'n klein bo**bbe**ja**ant**jie gevang.

babbling: a — stream = 'n **k**abbelende stroom (water); a — child = 'n **b**abbelende kind.

back: he broke his — = hy het sy **rug** gebreek; in the — of the car = **agter** in die motor; a month — (ago) = 'n maand **gelede**; to turn — = om **om te draai** = **omdraai**/om terug te blaai; to — one up = iemand **ondersteun**; to take — to = **terugneem na**; we had better go — = ons moet **liewer teruggaan**; to turn one's — on a person = iemand die **rug toekeer/toedraai** (not: jou rug op iemand draai!); as soon as I turn my — = nes ek my **rug** draai.

bank: to deposit money in the — = geld in die **bank stort**/deponeer; the —s of the river = die **rivierwalle**/die walle van die rivier; to — on something = om **op** iets te **reken**; to — on someone = **op** iemand **reken**/op iemand vertrou.

bark: his — is worse than his bite = **blaffende honde byt nie**. [Beware of a direct translation!]

bat: a cricket — = 'n krieket**kolf**; the —s fly about at night = die vlermuise vlieg **snags** rond.

bath: to take a — = **om te bad**; I had a — = ek het **gebad**; I have a —tub = ek het/besit **'n bad**; I took a shower — = ek het **gestortbad**.

bazaar: to go to the — = om **na** die basaar te gaan; it was bought at the — = dis **by** die basaar gekoop.

be: — sure of the answer = **oortuig jouself** van die antwoord/**maak seker** van die antwoord; — quite sure = **maak** heeltemal seker/oortuig jou heeltemal/volkome; Note: avoid **wees seker** in the imperative.]; you can — sure of a hiding = jy kan jou **klaarmaak** vir 'n pak slae.

beast: to behave like a — = jou **gedra** soos 'n **bees** (= dierlik wees); wild —s in the jungle = **wildediere**/ongediertes in die oerwoud.

beautiful: a — time (an enjoyable time) = 'n **aangename**/heerlike/ genotvolle tyd(-jie); a — day = 'n heerlike/aangename dag; a — party = 'n aangename/genotvolle/heerlike/lekker **geselligheid**/party/partytjie.

bell: to ring the — = om die klok te **lui**; the — has gone = die klok het (al) **gelui**; there goes the — = daar **lui** die klok.

best: good—better—best = goed—beter—**beste**; do your — = doen jou **bes**; it is — to be honest = dis gerade/**die** beste om eerlik te wees; — of luck = **veels geluk**/alle sukses!

bet: to make/win a — = 'n **wed**denskap aangaan/wen.

better: this is — than that = hierdie is beter **as** daardie; he is slightly — today = hy is vandag effens beter.

bicycle: to go on a/by — = **met 'n/per** fiets ry.

big (-ger, -gest) = groot—groter—**groot**ste; this is —ger than that = hierdie is groter **as** daardie; he is the —ger of the two = hy is die **grootste** van die twee. [In a comparison between two persons/objects Afrikaans never employs the comparative degree, but the superlative.]

bind: the thieves — the man = die diewe **bind** die man **vas**; he is **bound** to come = hy sal seker/sekerlik kom; I do not want to be **bound** by such an agreement = ek wil nie deur so 'n ooreenkoms **gebind** word nie.

bioscope: to go to the — = om na **die** skouburg/teater/bioskoop te gaan; what is on in the —? = watter prent/rolprent word in die skouburg/teater/bioskoop vertoon?

bird: the —s twitter = die voëls kwetter.

birthday: yesterday it was Father's — = gister was **dit** (/ **dit** was gister) Vader se verjaardag; many happy returns on your — = **veels**/baie **geluk met** jou verjaarsdag.

bite: the fisherman waits for a — = die visvanger/hengelaar wag op/vir die visse **om te byt**; then he got a — = daarna/toe het hulle gebyt; a — out of an apple = 'n **hap**(-pie) **van** 'n appel; once **bitten** twice shy = 'n esel stoot hom nie tweekeer aan dieselfde steen nie.

bleed: to — a lot = om baie te bloei; he has bled a lot = hy het baie gebloei.

blood: look at the — there! = kyk die bloed daar! / kyk daar na die bloed!; — is thicker than water = waar bloed nie kan loop nie, daar kruip hy/dit. [Beware of a direct translation.]

blow: to — = om te **blaas**; that was a hard — = dit was 'n harde **slag**; the wind —s my hat off = die wind **waai** my hoed af; the wind —s = die wind **waai**.

boarding-school: to stay in a (to go to/to be at) — = om **op** kosskool te wees.

Boer War: during the — = gedurende die **Anglo**-Boere-Oorlog/**Driejarige** Oorlog.

book: to — a seat = 'n sitplek **bespreek**; this is my own — = dis my **eie** boek; in someone's good —s = in 'n goeie **blaadjie staan** by iemand; to leave one's —s at home = om jou boeke tuis/by die huis te **laat** (staan)/te **vergeet**.

born: he was — in 1875 = hy **is** in 1875 gebore.

bottle: the — is full to the brim = die bottel is **propvol**.

bottom: the — of the well = die **bodem** van die put; the —/bed of the river = die **rivier**bedding/die **bedding** van die rivier; to get to the — of the case = om tot die **grond**/oorsaak van die saak deur te dring.

box: a — for shoes = 'n skoen(e)**doos**; a letter — = 'n briewe**bus**; a wooden — = 'n hout**kas/-kis**; a savings — = 'n spaar**bus** (-sie); a — of handkerchiefs = 'n **doos** (**dosie**) sakdoeke; a — of matches = 'n **dosie** vuurhoutjies; a match — = 'n vuurhout(jie)dosie.

brake: to put the —s on (to apply the —s) = die re**mme** **aanslaan**/om te rem; one's —s = **die** remme van jou motor/fiets, ens. [never: my remme!].

brave: a — soldier = 'n **dapper** soldaat. [Never use "braaf" or "brawe" in this meaning, as these words are employed in the sense of "noble" only.]

break: school will — up = **die** skool sal **sluit**; to — the silence = om die stilte te **ver**breek; to — a record (in sport) = om 'n **rekord** te **slaan**; a — of fifteen minutes = 'n **onder**breking/verposing/pouse van **vyftien** **minute**.

breakfast: come after — = kom **ná** (die) ontbyt/oggendete. [Cf. note under "after".]

bring: — that here! = **bring** dit hier!; to — up/rear children = om kinders **groot te maak**/op te voed; to — to an end = iets beëindig/afsluit/staak/stopsit.

bullet: the —s are finished at the factory = die koeëls word in die **fabriek** **klaargemaak**; they finished/exhausted their supply of —s = hulle het hulle koeëls **gebruik**/opgebruik/verbruik; their —s are finished = hulle kocëls is **op/gedaan**.

bus: to catch a train or — = om 'n trein/bus te **haal**; to miss one's train or — = **die** trein/bus **nie haal nie**; to wait for a — = om op/vir 'n bus te wag; to lose one's train or — = **te laat wees** vir die trein/bus/ = die trein/bus nie haal nie. [Never use "vang" for "catch", nor the

personal pronoun : "my bus", but : **die** bus. Also note the difference between : 'n/die **bus haal** (= to catch a/the bus) and : 'n/die **bus gaan haal** (= to fetch a/the bus).]

bush: to walk about in the — (shrubs) = in die bossies rondloop ; to hunt in the —veld = in die **bos**veld jag. [English "woods" may either be rendered "woud" or "bos", plural : **woude, bosse.**]

business: he is doing much — = hy doen goeie **sake** ; that is his — = dis sy **saak** ; it is not your — = dis nie jou **saak** nie/dit raak (traak) jou nie ; to write a —letter = om 'n **sake**brief te skryf ; he is a good —man = hy is 'n goeie **sake**man ; he runs a — = hy **dryf** 'n (winkel)**saak.**

busy: a — man = 'n woelige/doenige/bedrywige/besige man ; he is very — = hy is baie doenig/bedrywig/besig ; a — street/town = 'n woelige/**druk** straat/stad/dorp ; I am very — = ek is baie besig/ek **het dit baie druk.**

by: it was done — a stranger = dis **deur** 'n vreemdeling gedoen ; known — his work = bekend **deur** sy werk ; to know him — his voice = hom **aan** sy stem herken ; to get right — accident = **per toeval** iets regkry ; it happened — accident = dit het **per ongeluk**/toeval gebeur ; I took his letter — accident = ek het **per abuis** sy brief geneem ; all — myself = heeltemal **alleen** ; bought — somebody = **deur** iemand gekoop ; to lose — points = **met** punte verloor ; the car missed him — inches = die motor het hom **amper**/byna **raak gery** = die motor het **rakelings** by hom verby gery ; to be turned — the stream = om **deur** die stroom rondgedraai te word ; — that time = **teen** daardie tyd ; shot — hunters = **deur** jagters geskiet ; it is mine — right = **na** regte is dit myne ; a boy — the name of = 'n seun **met** die naam Jan/'n seun **by name** Jan ; to be hanged — the neck = om **aan** die nek **op**gehang te word ; to go — train = om **met die**/per trein te reis ; known — that name = bekend **onder** daardie naam ; caught — the police = betrap/gevang/in hegtenis geneem **deur** die polisie ; to catch — the tail = om (iets) **aan** die stert te gryp/vang/beet te pak ; he goes — himself = hy gaan **alleen.**

by-product: tar is a — of coal = teer is 'n **newe**-produk van **steen**kool.

C

cake: we ate much — = ons het baie koek geëet. [The plural form is practically never used in Afrikaans.]

call: a telephone — = 'n telefoon**oproep** ; to — an ambulance = 'n ambulans **ontbied**/laat kom ; to — him "Bandy" = om hom Bandy te **noem** ; to — something off = iets **uitstel/afstel** ; to — stealing a wrong act (to condemn it) = om diefstal as verkeerd te **beskou**/te veroordeel ; to — the police = die polisie/geregsdienare/konstabels **roep**/ontbied/laat roep/laat kom.

camp: to — for a week = om **'n week lank te kampeer**/uit te kamp ; to go for a — (to go out camping) = om te gaan **kampeer**/kamp. [Cf. "picnic" and "swim".]

candle: to blow the — out = om die kers uit te doof/**dood te blaas**/dood te maak ; to light —s = om die kerse **op te steek**.

car: to go in a/by — = om **met 'n**/per motor/kar te ry/reis ; the — broke down = die motor/kar het **gebreek** ; a small — = 'n **klein** motor**tjie**/kar**retjie** ; my — is giving in = my motor/kar **raak gedaan**. [Never : "my kar **gee in**" ! Note : the forms **kar** and **motor** are equally correct in Afrikaans ; both are English loanwords.]

careful: to be — = om versigtig te wees.

careless: to be — = om **on**versigtig/onverskillig te wees.

carelessly: to ride — = om **onverskillig** te ry.

carry: to — = om te **dra** ; to be **carried** away by water = deur die water afgespoel/weggespoel/meegesleur word ; — this amount forward ! = **dra** hierdie bedrag **oor** !

change: to make a — = 'n verandering teweegbring/aanbring/maak ; to — trains = om **oor te stap**.

chase: to — someone = om iemand te **jaag** ; to give up the — = om die agtervolging te **staak** ; the police — the escaped convict = die polisie jaag/agtervolg die ontsnapte gevangene.

cheat: to be a — = om 'n **bedrieër** te wees ; to be —ed = om **gekul/bedrieg** te word.

cheeky: to be — = om **parmantig** te wees/astrant wees ; a — person = 'n parmantige/astrante/vermetele persoon.

Christmas = Kersfees ; — day = Kersdag ; — holidays = Kersvakansie ; to go away for — = om weg te wees/gaan gedurende/met Kersfees ; — Eve = Kersaand.

church: to go to — = kerk-toe gaan/**na die** kerk **toe** gaan ; as poor as a — mouse = **brandarm** wees/nie 'n bloue duit besit nie.

circle: to sit in a — = om in 'n **kring** te sit ; to walk in small —s = in **klein** kring**etjies**/al in die rondte loop ; to draw a — on paper = om 'n **sirkel** op papier te teken. [Never use **ring** in the sense of **kring**.]

clap: a — of thunder = 'n donder**slag** ; to — hands = om hande te **klap** ; give him a — = vir hom handeklap.

class: there are ten —es in school = daar is tien klasse in die/op skool.

climb: to — down a tree = om **van** die boom **af** te klim/**uit** die boom **uit** te klim ; to — up the tree = om **in** die boom (in) te klim ; to — out of bed = om **uit** die bed **uit** op te staan = opstaan.

close: to — a door = 'n deur **toemaak** ; to — a letter = 'n brief **af**sluit/beëindig ; to — a conversation = 'n gesprek **af**sluit/beëindig/staak/daarmee basta/ophou ; to — school = **die** skool sluit ; the schools — = die skole sluit.

clothes: to take off one's — = om **jou** klere **uit te trek** ; to steal one's — = iemand se klere steel ; to tear — = om klere te **skeur**.

cloud burst: a — causes a flood = 'n wolkbr**euk** veroorsaak 'n **oorstroming**.

coat: to put on a — = 'n baa**dj**ie **aantrek** ; to take off your over— = jou **jas uittrek**.

come: the time will — = die tyd sal **aanbreek**/kom ; the day of our departure **came** = die dag waarop ons moet vertrek, het **aangebreek**/die dag vir ons vertrek het aangebreek ; friends **came** round to us = vriende het by ons **aangekom**/na ons toe gekom/vir ons kom kuier/ons kom besoek ; the concert will — off = die konsert sal plaasvind/gehou word.

constable: to phone for a — = om/vir 'n konstabel telefoneer/'n konstabel telefonies ontbied/**opbel om/vir 'n konstabel**.

copy: to — someone's work = iemand se werk **afkyk/afskryf**; —s of the notes = **kopieë**/afskrifte van die **aantekeninge** ; carbon —s = **kool-deurslae**.

corner: the —s of the house = die **hoeke** van die huis.

cover: the floor is —ed with water = die **vloer** is **toe van** die water/bedek met water.

cramp: to get a — in the water = **'n** kramp in die water kry.

crawl: to — along = om (aan) te **kruip** ; the baby —s = die baba **kruip**.

crocodile : a — is dangerous = 'n **krokodil** is gevaarlik ; — tears = **krokodil**-trane.

crop: the —s have been washed away by the rain = die **gesaaides**/landerye is deur die reent wegge**spoel**/ver**spoel** ; the bird's — (gizzard) is full of seeds = die voël se **krop** is vol saad.

cross: to be — about something = **oor** iets **kwaad** wees ; to be — with someone = **kwaad** wees **vir** iemand ; to — the border = die grens **oorsteek/oorgaan** ; where the streets — = waar die strate **kruis** ; a wooden — = 'n hout**kruis**.

cup: a — of tea = 'n **koppie** tee ; to win a — in sport = 'n **beker** wen met die sport.

cut: to — one's fingers = om **jou** vingers te sny ; to — a piece of string = 'n stukkie **tou**/lyn (af)sny.

D

date: to eat —s = om **dadels** te eet ; what is the —? = die **hoeveelste** is dit (vandag) ? ; on what — is it ? = die **hoeveelste** is dit ? ; I cannot remember the — = ek kan nie die **datum** onthou nie. [**Datum** is used in a more general sense, but when inquiring about the date of a specific day, we always use **die hoeveelste** ?.]

day: on what — will it be ? = **die hoeveelste** sal dit wees (in connection with a "date")/**op watter dag** sal dit wees/plaasvind ? (referring to a day in particular) ; what — of the week is it ? **watter dag** van die week is dit ? ; the — before yester— = **eer**gister ; the — after tomorrow = **oor**môre.

dead: there were many — people = daar was baie **dooi** mense ; most of them are — = **die** meeste is **dood**. [Avoid "van hulle".]

deal: to — at a store/shop = om **by** 'n winkel te koop/**handel** ; to — with a child = om met 'n kind **af te reken** ; to — the cards (at bridge) = die **kaarte uitgee** (by brug = 'n kaartspel) ; a great/good — = veel/heelwat ; I was given a bad — = ek is gekul/stiefmoederlik behandel. [Note : Afrikaans **deel** corresponds with English "divide, portion".]

dear: — Sir, I wish to . . . = Meneer/Geagte heer, graag wil ek . . .

description: = beskrywing. [**deskripsie** is not permissible in Afrikaans, although we sometimes, unnecessarily, use **deskriptief/deskriptiewe** = **beskrywend/beskrywende.**]

destination: to arrive at one's — = jou bestemming bereik/**by jou bestemming** aankom. [**Destinasie** must be avoided. In Theology, however, we use the word **predestinasieleer** = doctrine of predestination.]

detain: to — after school = **op skool hou/laat skoolsit** ; to — someone = iemand **ophou** (= vertraag) ; he is —ed by the police = hy **word** deur die polisie **aangehou.**

detention: to receive a — mark at school = 'n strafpunt/detensieklag teen jou kry op skool ; the — book = die **straf**boek/klagboek/detensieboek ; his — was illegal = sy **aanhouding** was onwettig.

devil: go to the —! = **loop** na die **duiwel**/joos/jou grootjie/ jou maai ; between the — and the deep blue sea = in die verknorsing/moeilikheid/**knyp/nou** wees/sit.

die: his Granny —d yesterday = sy Ouma **is** gister **dood/oorlede/het** gister heengegaan/gesterf/die tydelike met die ewige verwissel, ens. ; the animals —d by the score = die diere het **by hope gevrek.** [**Vrek** is used in connection with animals, or in a derogatory sense for human beings.]

difficult: the sum is very — = die som is baie **moeilik.**

difficulty: the — is = die **moeilikheid**/probleem is; to be in — = in **die** verknorsing/moeilikheid/**knyp**/nou wees/sit.

dinner: to come after —/lunch = om **na** (die) aandete/**middagete**/middagmaal te kom ; to be invited to —/lunch = uitgenooi na 'n **dinee**/aandete/middagete. [Afrikaans still distinguishes between **middagete** and **aandete/dinee**, for English "lunch" and "dinner" respectively.]

direct: to — someone = iemand die **pad**/koers/rigting **beduie**/aanwys ; in the — speech = in die **direkte rede.**

direction: in which —? = in watter **rigting/koers** ? [Don't use "direksie" !]

distance: it is a long — = dis **baie ver**/dis 'n **lang afstand** ; to see him in the — = hom in die **verte** sien ; he came over a long — = hy het **ver** (vandaan) gekom. [There is no need for the use of "distansie" in Afrikaans.]

distant: to go to a — place = om **na** 'n **verafgeleë** plek toe te gaan ; he is a — relative of mine = hy is **vèrlangs** familie van my.

divide: — this by that = **deel** hierdie **deur** daardie ; to — into groups = in groepe/klompe **verdeel.**

do: — all your work = doen al jou werk ; to — corrections in an essay = **verbeteringe** in 'n opstel **aanbring**; to — away with home-work = om huiswerk **af te skaf** [not : wegdoen met . . .]

doctor: to phone the — = die **geneesheer/dokter opbel**/aan die geneesheer telefoneer (rather dignified language !) ; to see (consult) a — = 'n geneesheer/dokter **raadpleeg** ; to call the — in = die geneesheer/dokter ontbied/roep/**laat kom** ; to be — in literature = om doktor in die let**tere** te wees ; to study for — (to study medicine) = om **vir** dokter/geneesheer/medikus te leer/studeer/in die mesidyne studeer.

dog: every — has his day = **boontjie kry** (kom om) **sy loontjie** ; a little — = 'n **klein** hond**jie**; it is raining cats and —s = dit reent oumeide-met-knopkieries; he is going to the —s = hy gaan ten gronde/**na benede/ hy versleg.**

down: to ride — the street = om **in** die straat **af** = straat-af te ry ; to climb — a tree = **van** die boom **af/uit** die boom **uit** te klim ; to fall — a roof tree = **van** 'n dak **afval/uit** die boom **uitval.**

drink: to have a — of water = om ('n bietjie) water te drink ; to take a — = 'n **sopie** drink ; to be **drunk** = **dronk**/besope/beskonke, ens. wees ; to give up — = **die drank laat staan**/ophou (met) drink.

drive: to — a car = 'n motor/kar **bestuur** ; to — an ox-wagon = 'n ossewa **dryf.**

driver: the — of a car = die **bestuurder** van 'n motor/kar ; the — of an ox-wagon = die **drywer** van die ossewa ; the engine— was killed = die **masjinis** het verongeluk. [**Dryf** and **drywer** are therefore used in connection with something that can be driven along by means of a whip.]

drop: a — of water = 'n **druppel** water ; like a — in the ocean = soos 'n **druppel** in 'n **emmer water.**

drown: to — = om te **verdrink**; to be —ed = om **verdrink** te wees = het verdrink ; the —ing person = die **drenkeling**; all my sheep were —ed = al my skape het/is **versuip.** [**Versuip** is used for animals, but also for human beings in a derogatory sense. Cf. "vrek".]

during: to do it — the week = dit **gedurende** die week/in die **loop van** die week doen ; — the last war = gedurende die laaste/jongste/afgelope oorlog.

E

each: — of us will get a pound = **ons sal elkeen** 'n pond kry ; we — got ten pounds = **ons het elkeen** tien **pond** gekry ; — one must do it = **almal**/elkeen moet dit doen. [Avoid "almal **van ons**".]

earlier: to be — = **vroeër**/gouer/eerder wees ; to write — = om **eerder**/ gouer te skryf [not : vroeër].

East London = Oos-Londen.

east: from — to west = van oos na wes ; the sun rises in the — = die son **kom** in die oos**te op.**

Easter: during — we each got an — egg = met die **Pase/Paasfees** het ons elkeen 'n **paas**eier gekry.

elephant: the — 's tusks = die **o**lifantstande.

enclose: to — one's certificates = jou sertifik**ate** **in**sluit.

end: the — of a rope = die **punt** van 'n tou ; the — of a term = die **einde**/end van 'n **kwartaal** ; the — of a road = die **end** van 'n pad ; in the — I will win ! = ek sal **op die ou end**/(uit-)**eindelik** wen ! ; to — a letter = 'n brief **afs**luit/beëindig.

England: = Engeland.

enjoy: — yourselves ! = geniet **dit**, hoor ! ; I — myself = ek geniet **dit** ; to — oneself at a dance = die **dansparty** geniet/**dit** geniet op die dansparty.

enough: — to keep us for a month = genoeg om 'n maand **lank te hou**/genoeg vir ons vir 'n maand/ons kan 'n maand lank daarmee **uitkom**.

every: — time = elke maal/**keer** ; —one = **almal**/elkeen.

everything: he ate — = hy het **alles** opgeëet ; to do — = om **alles** te doen.

examine: to — someone/something = iemand/iets **ondersoek** ; to — candidates for B.A. = kandidate **eksamineer** vir die B.A. ; to be —ed by the doctor = om deur die dokter/geneesheer **ondersoek** te word.

examination: I write my — = ek **doen** eksamen/ek **lê** eksamen **af**/ek **skryf** eksamen ; to fail one's — = om **in die** eksamen te druip/dop/sak ; to pass one's — = om **in die** eksamen te **slaag**/deur te kom ; the — was stiff = die eksamen(-vraestel) was **moeilik**. ["Eksamen skryf" is an anglicism, but it is permissible.]

excite: to — someone = iemand **opgewonde** laat raak/iemand in vervoering bring ; to be —ed = **opgewonde**/in vervoering wees.

excuse: to make —s = **verskonings aanvoer/maak** ; to make —s to get free/to escape punishment = **jakkalsdraaie maak** om los te kom/om vry te kom/om straf te ontduik ; — me ! = **pardon** ! ; please — me = **ver**skoon/verekskuseer my, asseblief.

eye: his —s are sore = sy **oë** is seer ; a tiny little — = 'n klein **o**gie.

F

face: a — = 'n **gesig** ; what a — ! = wat**ter** **gesig/bakkies**/gevreet ! ; the — of a watch = die oorlosie se **wysterplaat**.

faint: the writing is very — = die **skrif** is baie **onduidelik/dof** ; to — in school = **flou** word **op** skool ; to feel — = **siek**/aardig/**naar** voel.

fall: the soldiers must — in = die soldate moet **aantree** ; he **fell** into the water = hy het **in** die water **in**geval ; he **fell in** the water = hy het **in** die water geval (i.e. he fell while he was in the water) ; at the Victoria F—s = **by** die Victoriawater**val** [note the characteristic singular form in Afrikaans].

family: our — is large = ons **gesin** is groot ; my father's — = my vader se **gesin** ; the whole — went on holiday = die hele **gesin/huisgesin** het **met** vakansie gegaan. [**Note:** English "family" = Afrikaans **(huis) gesin** ; English "relatives" = Afrikaans **familie.**]

far: we still have — to go = ons moet nog **ver** loop/gaan ; to go — away = om **ver weg** te gaan ; to go to a — away land = na 'n **verafgeleë** land gaan.

fast: to — for a few days = 'n **paar dae lank vas** ; to ride — = om **vinnig** te ry ; my watch is — = my oorlosie is **voor**/my oorlosie **wen** ; a hard and — rule = 'n vaste reël.

fat: to be — = om **vet** te wees ; to be very — = **baie vet/spek**vet/**modder**-vet/**rond**vet wees.

feel: to — something = iets voel ; to — like doing something = **lus/geneig** voel/**lus hê** om iets te doen ; how do you — about it ? = hoe **dink** jy daaroor ? ; how do you — about the results ? = hoe **voel** jy oor die uitslag ?

feeling: to hurt someone's —s = iemand se **ge**voel/**ge**voel**ens** seermaak.

fifteen = **vyftien.**

fifty = **vyftig.**

fight: the two boys — again = die twee seuns **baklei**/veg alweer ; to — one's enemy = jou vyand **be**veg/**met** jou vyand **veg** ; he was killed in the — = hy **het** in die **ge**veg **gesneuwel**/hy **is** (ge-)dood in die **ge**veg ; to put up a — = **om te veg**/om 'n **ge**veg aan te knoop.

film: a beautiful — = 'n pragtige (rol-)**prent** ; a — for my camera = 'n **film** [pronounced **fillem**]/rolletjie vir my kamera.

find: to — something = om **iets** te **kry**/vind/soek ; to — somebody = iemand **kry**/vind/soek ; go and — him ! = gaan **soek** hom ! ; I cannot — him = ek kan hom nie **kry** nie ; to make a — = 'n **vonds** maak.

finger: to burn one's —s = jou **v**ingers **ver**brand/brand ; I burned my —s = ek het my **v**ingers **ver**brand/gebrand [use **verbrand** if very serious, otherwise **brand**] ; to cut one's —s = om jou **v**ingers te sny.

finish: to — work = om **die** werk **klaar** te maak/af te handel ; to be —ed = om **klaar/gereed** te wees ; my old car is —ed = my ou motor/kar is **gedaan**/dis klaarpraat met my ou motor/kar ; the day is —ed = die dag is **om**/verby ; our money is —ed = ons geld is **op/gedaan** ; the bullets are —ed in the factory = die koeëls word in die fabriek **klaar-gemaak** ; we —ed all our (exhausted our supply of) bullets = ons het al ons koeëls **gebruik**/verbruik/opgebruik.

fire: to make a — = om vuur te maak. [Note the omission of 'n.]

first: to be — = om (die) **eerste** te wees ; when I — came there = toe ek (vir) die **eerste keer**/maal/aan die begin daar aangekom het ; to pass — class = om **in die** eersteklas te slaag ; we — congratulated her = ons het haar **eers** gelukgewens.

five = **vyf.**

flame: the house was in —s = die huis was **aan die brand**/het in **ligte laaie gestaan** ; it went up in —s = dit het **afgebrand**/verbrand/**in vlamme opgegaan.**

flood: the river is in — = die **rivier loop oor**/oorstroom sy walle.

floor: a — = 'n **vloer** ; the fifth — = die **vyfde verdieping.** [**Note** : Actually "the fifth floor" is **die sesde verdieping**, for Afrikaans takes the "ground floor" as **die eerste verdieping** ; therefore English "first floor" = Afrikaans **tweede verdieping**, etc. In this respect Afrikaans corresponds with the English use of "storeys".]

fond: to be — of = **hou van.**

foot: to be a — away = om 'n voet daarvandaan (af) te wees ; the man is six **feet** tall = die man is ses voet **lank** ; the house is fifteen **feet** high = die huis is **vyftien** voet **hoog.**

football : to play — = om voetbal te speel.

for: to phone — the police = **om/vir** die polisie telefoneer/die polisie **opbel ;** to run — a bus = hardloop om 'n bus **te haal** ; run — a prize=hardloop **om/vir** 'n prys ; to send — an ambulance = stuur om 'n ambulans te **ontbied**/'n ambulans **laat** ontbied/laat kom ; to pay — something = vir iets **betaal**/daarvoor betaal ; to pay — one's sins = **boet** vir jou sonde ; to pay — a mistake = **boet** vir 'n flater/fout ; to ask — more money = vra **om**/vir **nog** geld ; to cry — one's mother = huil **om/oor** jou moeder/ma ; to look — wood = hout **soek** ; to wait — an hour = 'n **uur lank** wag ; to wait — a bus = om **op/vir** 'n bus te wag ; to look — birds' nests = om voëlneste (-nessies) te **soek** ; to listen — footsteps = luister **na** voetstappe ; — the last = **ten** slotte/laaste/ **vir oulaas**/verlåås ; to look — someone = **na** iemand soek.

forget: to — = om te **vergeet** ; Oh, — it ! = Aag, **laat** dit maar **staan** ! ; to — something = iets **vergeet.**

form: the — of a person = die **gedaante** van **'n mens** ; a black — in the room = 'n swart **gedaante** in die kamer ; to be in — five = om in **vorm vyf** te wees ; various —s of speech = verskillende spraakvorme ; plat— fifteen = perron/platform **vyftien.** [Pronounce **vorm** and **form** as **vorrem, forrem.** "Station platform" is best translated as **perron,** and "platform = stage" as **verhoog.**]

former: my — boss/employer = my vorige **werkgewer.**

forty: veertig.

fountain: a — = 'n fontein ; the F—s = **die** Fonteine ; a — pen = 'n **vul**pen.

four: = vier.

fourteen = veertien.

fowl: put the — in the pen = **gooi**/plaas/**jaag** die hoender in die (hoender-) hok (in).

fresh: to feel quite — = heeltemal **gesond**/fris voel ; — butter = **vars** botter ; a — wind/breeze = 'n **fris**/koel wind (jie) ; a — morning = 'n fris/koel oggend/môre.

friend: to visit a — = 'n vriend **besoek/by/vir** 'n vriend gaan kuier ; a — of mine = my vriend ('n vriend van my) ; my lady — = my **vriendin**/nooi/nôi.

fright: to get a — = om **te skrik** ; he got a — = hy het **geskrik** [not : hy het 'n skrik gekry].

frighten: to be —ed = om **bang**/bevrees te wees ; to — = **bang maak**/skrik op die lyf jaag.

from: to come — work = **van** die werk **af** (terug)kom ; to get it — Peter = om dit **by**/van Pieter te kry ; it was — my father = dit was **van** my vader ; to fall — a roof/tree = **van** 'n dak **afval**/**uit** 'n boom **uitval** ; he just came — the room = hy het **net**/pas/so ewe **uit** die kamer **uit**gekom.

fruit: —/leaves on the tree = **vrugte**/blare **aan** die boom ; I like — = ek hou van **vrugte**.

G

game: to be — = om **gewillig**/bereid te wees ; to hunt — = om **wild** te **jag** ; the — reserve = die **wild**tuin.

get: to — away from school = om weg te **kom**/gaan van **die** skool **af** ; to — tired = om moeg te **word** ; to — half a day off = om 'n halfdag **vakansie**/vry te **kry** ; to — a period off = om 'n periode **vry** te **kry** ; to — there = om daar (aan) te **kom** ; to — wet in the rain = om nat te **word** in die reën/reent ; to — free = om los/vry te **kom**/raak ; to — loose again = om weer los te **kom**/te **raak** ; the fruit —s ripe = die vrug(te) **word** ryp ; it —s dark = dit **word** donker.

give: to — him a welcome = hom **verwelkom** ; to — him a book = om (aan/vir) hom 'n boek te **gee** ; to — up drink = om die drank **te laat staan**/ophou met drink ; to — one's love = **groete** stuur/sê/oordra ; to — someone a good time = iemand goed/onderhoudend/genotvol/**aangenaam onthaal**.

glass: to break a — = 'n **glas** breek ; that is a small — = dis 'n **klein** glasie ; a — of wine = 'n **kelkie**/glasie wyn ; we have many —es = ons het baie **glase** ; to wear —es = om **'n bril** te dra/om te bril [never : hy dra **brille**].

go: to — on with work = **voortgaan** met (die) werk [**aangaan** in this sense is also permissible, but many people prefer to use **aangaan** in the original meaning of "to start with" in distinguishing it from **voortgaan** = "to continue" — probably this attitude is advisable] ; to — wrong = om verkeerd te **loop/handel** ; everything —es wrong = alles **loop** verkeerd ; to — away = om weg te **gaan**/te vertrek ; he **went** away = hy het **weggegaan**/vertrek ; the bell has **gone** = die klok het **gelui** ; the hat —es with the dress = die hoed **pas** by die rok ; to — in for farming = jou **toelê** op boerdery.

good: he is a — man = hy is 'n **goeie** man ; that is — = dis **goed** ; a — time = 'n **aangename**/heerlike/genotvolle tyd(jie) ; good—better—best = goed—beter—**beste**.

grass: the — grows = die gras **groei** ; we grow — = ons **kweek** gras.

had: we have — it already = ons **het** dit reeds **gehad** ; we — much to do = ons **het** baie **werk gehad**/ons **het** baie/veel te **doen gehad.**

hail = hael ; a — storm = 'n haelstorm ; it —ed very much = dit het baie gehael ; to be caught in the — = deur die hael **oorval** word/in die hael wees/beland ; the —stones were big = die hael**korrels**/-stene was groot.

half: practically — the school = omtrent **die helfte van** die skool ; — past two = half**drie** ; — the orange = **die helfte van** die lemoen ; to **halve** an orange = 'n lemoen **middeldeur sny** ; to **halve** a circle = 'n sirkel **halveer.**

half-time: after — we won = ons het **na die rustyd**/pouse gewen.

hand: the —s of the clock = die **wys(t)ers** van die **oorlosie** ; on the one/other — = **aan** die een/ander **k**ant/enersyds/andersyds ; on the left — side = **aan** die link**er**kant.

happen: it —s every day = dit **ge**beur elke dag/daagliks ; it —ed yesterday = dit **het** gister **ge**beur.

hard: to be a — case = daar is geen salf aan hom te smeer nie ; I find it very — = ek vind dit baie **moeilik**/dit val my baie moeilik/lastig ; it is — lines = **dis jammer**/dit tref ongelukkig ; the sum is — = die som is **moeilik** ; the work was — on us = die werk was **moeilik vir** ons/dit het las gegee ; a — pencil = 'n **harde** potlood ; to have a — time = 'n **moeilike** tyd hê/deurmaak ; — luck ! = dis jammer/ongelukkig !

harder: to try — = (nog meer) jou bes doen/kragte inspan ; this sum is — than that one = hierdie som is **moeiliker as** daardie een ; this pencil is — = hierdie potlood is **harder** ; the — of the two = die hards**te** van die twee.

hard-up: to be — = geldgebrek hê/**platsak wees/verleë wees**/geen geld hê nie.

hare: to shoot a — = 'n **haas** skiet ; to shoot many —s = baie **hase** skiet ; to catch a small — = 'n **klein hasie** vang.

hasty: he is a — man = hy is 'n **haastige**/ongeduldige man ; he is very — = hy is baie **haastig**/ongeduldig.

hate: to — to do something = nie daarvan **hou** om **iets** te doen nie ; to — someone = **iemand haat.**

have: to — tea = om tee te **drink.**

help: to — someone = iemand **help**/bystaan ; to want — = om **hulp** te verlang/soek ; to cry for — = om **hulp roep** ; —ed = **gehelp.**

her: we bought — a watch = ons het **vir** haar 'n oorlosie gekoop.

herself: she did it — = sy het **dit self** gedoen ; to go by — = sy gaan **alleen.**

hide: to — something = iets **wegsteek** ; to — oneself = om **weg te kruip** ; we **hid** in the trees = ons het in die bome wegge**kruip.**

hiding: to receive a — = om 'n **pak** (slae) te kry.

high: a very — roof = 'n baie hoë dak ; the tree is — = die boom is **hoog** ; to go to a — school = na 'n **hoër**skool gaan.

hit: the two cars — each other = die twee motors/karre het (teen mekaar) **gebots** ; the boys — one another = die seuns **slaan mekaar.**

hold: to — up a train = om 'n trein **voor te keer**/'n trein **vertraag** ; the car was **held** up = die motor is **voorgekeer/opgehou**/vertraag [**voorkeer** = to stop or waylay ; **ophou, vertraag** = delay] ; the wall **held** the water back = die wal het die water **gekeer**/teengehou ; the rope was **held** by them = die tou **is** deur hulle **vas**gehou ; to — one's breath = **jou** asem **op**hou.

hole: a — in a bag = 'n **gat** in 'n sak ; many —s in the clothes = baie **gate** in die klere ; a small — in the sock = 'n **klein gaat**jie in die kous.

holiday: to go on — = **met** vakansie gaan ; to be away for the —s = **met vakansie weg wees**/weg wees gedurende/vir die vakansie [note the characteristic singular form in Afrikaans ; the plural form is found in an emphatic sense : "he is going away for **all** his —s = hy gaan met al die vakansies weg/hy gaan **elke** vakansie weg] ; to get/have a — = om vakansie te kry/hê.

home: to go — = **huis-toe** gaan ; he came — again = hy het weer **huis-toe**/tuis gekom ; when I came — = toe ek by die huis/**tuis** gekom het ; he came — at twelve = hy het **om** twaalfuur **tuis** gekom/by **die** huis gekom.

horse: to have a — = 'n **perd** hê/besit ; there are many —s = daar is baie **perde** ; to ride on — back = **perdry**/om **perd** te ry ; a — race = 'n **perdewedren** ; the —s had a race = die perde het reisies gehardloop/het 'n wedren geloop.

hour: to work for an — = 'n uur **lank** werk ; to work for —s = **ure lank** werk ; to work fore five —s = **vyf** uur **lank** werk. [**Uur** reflects a definite period of time ; **ure** an indefinite period, or to emphasise such a period.]

house: the — that spooks/**that is haunted** = die huis **waar**/waarin **dit** spook.

hundred: to have a — sheep = om 'n **honderd** skape te hê/besit ; to have nine — fowls = **negehonderd** hoenders besit/hê ; to have —s of pigeons = om **honderde** duiwe te besit. [Cf. "hour".]

hunger: to satisfy/still one's — = jou honger **stil** (maar ons sê : jy **bevredig** jou **eetlus**).

hungry: to be — = **honger** wees/hê/voel ; the — lion = die **honger** leeu [this attributive use of **honger** is hardly ever used in Afrikaans ; usually **honger** and **dors** are employed predicatively : ek het/is honger/dors ; also note that **hongerig** has a slightly different meaning, viz. "to be slightly hungry", or even "to be starving" which, however, is a later development].

hurried: to pay a — visit = 'n **kort**/vlugtige besoek aflê.

hurry: to — = **gou maak** ; — up ! = **maak gou/haas jou** ; to be in a — = **haastig** wees ; to do it in a — = dit **gou**/haastig/inderhaas doen.

if: — you come to me = **as**/indien jy **na** my **toe** kom ; to see — he has done it = om te **kyk of** hy dit gedoen het ; — you want to pass = **as**/indien jy wil slaag/verbykom.

impossible: it is — = dis **onm**oontlik ; that is an — child = dis 'n **moeilike** kind.

impudence: I cannot stand — = ek kan nie **parmantigheid**/vermetelheid/astrantheid **verdra**/uitstaan nie.

impudent: to be — = **parmantig**/vermetel/astrant wees.

in: — the evening = **in** die aand ; — the evenings = **saans** ; — the sky = **in** die lug ; stars — the sky = sterre **aan** die **hemel**/lug ; — other words = **met** ander woorde ; to fall — to the well = om **in** die **put in** te val ; the cadets fall — = die kadette **tree aan** ; to do it — school = dit **op** skool doen ; to take part — sports = **deelneem aan** sport ; is the Principal — ? = is die Hoof **hier/op kantoor** ? ; is the master—? = is die/jou baas **tuis** ? ; to be — time for school = **betyds** wees vir die skool ; the train comes — = die trein **stoom** in ; to look for someone — the streets = na iemand **soek op** straat ; come —! = kom **binne** ! ; come —to the house ! = kom **in** die huis **in** ! ; — winter it is cold = in **die** winter is dit koud ; to be — luck's way = **dit gelukkig tref** ; to go — a/by car = **met 'n/per** motor/kar ry/reis ; we stayed at home — the morning = ons het in/gedurende die oggend/môre tuis gebly ; — the mornings = **soggens/smôrens**.

inch: an — = 'n **duim** ; twelve —es = twaalf **duim** ; to miss someone by —es = iemand **byna/amper raak ry/rakelings by iemand verby ry**. [The plural form is used in an indefinite sense or for the sake of emphasis : daar kort nog duime en duime/honderde duime voordat ons die nodige lengte het.]

increase: to — a number by .... = 'n getal **met** .... vermeer**der** ; to have an — = 'n vermeer**dering** kry/hê.

inform: to — one about something = iemand **inlig oor** iets.

information: to ask for — = **inligting** vra.

interest: the work —s me = die werk interesseer my/ek stel belang in die werk ; to be —ed in = **belang stel in**/geïnteresseerd wees in ; to have an — in = belang **hê** by.

interesting: to be — = interessant/belangwekkend/boeiend wees ; an — book = 'n interessante/**boeiende** boek ; the book is — = die boek is interessant/**boeiend**.

into: to go — the house = **in** die huis **in**gaan.

is: how — it with John ?/how — John ? = hoe **gaan** dit met John/Jan ? ; how — your family ? = hoe **gaan** dit met jou (huis)**gesin**/(huis-)mense ? ; how — it with you/how are you ? = hoe **gaan** dit met jou ?

it: there comes the train, but — is very late = daar kom die trein **aan**, maar **hy** is baie laat ; there was a ship ; —/she sank = daar was 'n skip ; **hy** het gesink/**vergaan**.

J

journey: to take a — = 'n **reis** **onder**neem/aanpak/aanvaar.

jump: to — = om te spring ; to take a — = 'n sprong **maak**.

just: you will — have to do it = jy sal dit **maar**/(dood)eenvoudig **moet** doen ; I shall — do it/ (I shall do it) = ek sal dit **sommer maar** doen ; he — did it = hy het dit **sommer**/nou net gedoen; he is a very — man = hy is 'n baie **regverdige** man ; try to be — = probeer om **regverdig**/billik te wees ; to think that one is — it = jou baie **verbeel**/ jou **verbeel** jy is waffer man se goed/wafferse kêrel/jou verbeel jy is koning van kafferland/jy is die koning se hond se oom ; — as he was under the tree = **net toe** hy onder die boom was.

K

kaffir: I saw a —/native = ek het 'n kaffer/naturel gesien ; the —/native huts burned down = die (kaffer)**strooise** het afgebrand. [**Kaffer** is derived from Arabic **kafir** = infidel, i.e. originally a term of abuse. Both **kaffer** and **naturel** are used in Afrikaans, but these people (viz. the natives) strongly protest against the first term.]

keep: to — a promise = 'n belofte **nakom**/hou ; — your word = jy moet **woordhou** ; to — on with = volhou/aanhou/voortgaan met . . . ; to — it up = om dit **vol** te hou/daarmee volhou ; to — someone waiting = iemand **laat wag** ; — to the left ! = **hou links**/aan die linkerkant !

kick: to — against work = jou **verset teen** die werk/daarteen protesteer/ daarteen **in opstand kom** ; to — someone = iemand **skop** ; to give a — = skop.

know: I — him well = ek **ken** hom goed ; to — one's lessons = jou lesse **ken** ; I — I must do it = ek **weet** ek moet dit doen ; I **knew** where he was = ek het geweet waar hy was.

Kruger National Park = die Nasionale Kruger-Wildtuin ; Kruger game reserve = die Kruger-Wildtuin.

L

land: to bring to — = **aan wal** bring ; to plough the — = die **land** ploeg.

last: — Friday = **verlede** Vrydag ; — year = **verlede** jaar ; the — World War = die **laaste**/jongste Wêreld-oorlog ; the — holidays = die **afgelope**/laaste vakansie ; the — few days = die **afgelope/laaste** paar dae ; the — week-end = die **afgelope** naweek ; the — ones = die **laastes**.

lay: to — the table = die tafel **dek** ; to — an egg = 'n eier **lê** ; we — the man on his back = ons **lê** die man op sy rug **neer**.

leap: to take a — = om te spring/'n sprong maak ; to — away = om weg te spring ; a long — = 'n lang sprong.

learn: to — = om te **leer** ; to — that he is ill = om te **verneem**/hoor dat hy siek is.

leave: to — one's books at home = jou boeke by die huis **vergeet/laat staan** ; he has **left** his book at home = hy het sy boek tuis/by die huis **vergeet**/gelaat/laat staan/laat bly ; to — Pretoria at eight = **om** agtuur **van** Pretoria **af vertrek** ; we **left** Cape Town at eight = ons het **om** agtuur **van** Kaapstad **af** vertrek ; to — school/university = **die** skool/universiteit **verlaat** ; to be on — = **met verlof** wees ; to be on sick — = **met** siekteverlof wees.

left: keep to the — = hou links/aan die linker**kant** ! ; to be —handed = om **links** te wees ; take the —hand road = volg die linker**kant**se pad ; the —hand side = die linker**kant**.

lesson: to know one's —s = jou/die lesse **ken**.

let: to — go = **laat los**.

letter: to close a — = 'n brief **afsluit**/beëindig ; to end a — = 'n brief **afsluit**/beëindig ; to answer/reply to a — = 'n brief **be**antwoord ; a business — = 'n **sake**brief.

lift: to — something = iets **optel**/oplig ; to give him a — = hom **oplaai**/saamry/hom laat saamry/hom toelaat om saam te ry ; a — in a store/shop = 'n **hysbak** in 'n winkel.

light: to — a cigarette = 'n sigaret **opsteek** ; the place was **lit** up/illuminated = die plek was **verlig** ; the —s burn = die **ligte** brand ; the — is out = die lig is **dood**/uitgedoof ; die parcel is — = die pakkie is **lig** ; it **lit** up her face = dit het haar gesig verlig/**verhelder**/haar gesig het gestraal **van** vreugde/blydskap.

like: to — something/someone = van iets/iemand **hou**.

line: to — up = **tou**staan/in 'n ry **staan** ; to know ten —s of poetry = om tien **reëls** poësie te ken ; to stand in a — = om tou in 'n ry/te staan ; to form a — = 'n ry vorm/toustaan ; hard —s = dis ongelukkig/**jammer** ; to under— one's work = jou werk **onderstreep** ; to draw a — = 'n **streep** trek ; head—s in the paper = die (hoof-, groot, vetgedrukte) **opskrifte** in die **koerant**/nuusblad.

little: a — boy = 'n **klein seuntjie** ; to have very — money = **baie min** geld hê.

live: to — very long = baie **lank** lewe/leef ; to — on a farm = om **op** 'n plaas te **woon** ; to — in a city = **in** 'n stad **woon** ; to — on meat only = net **van** vleis lewe/leef.

living: the — and the dead = die **lewende** en die dooie ; to make a — = 'n **bestaan vind**/maak/'n heenkome vind [never : 'n lewe maak].

locust: a swarm of —s = 'n swerm sprinkane [pronounce : **swerrem**].

London = Londen.

long: to take a — time = **lank** draai/neem/vertoef ; a very — time = **baie lank** ; to be away for a — time = **lank** weg wees ; to take a — time over something = **lank** besig wees met iets/**lank** neem om iets te doen. [Note the characteristic omission of "tyd".]

look: to — for water = water **soek** ; to — forward to = **uitsien** na ; to— up a word = 'n woord **naslaan** ; to give somebody a — = iemand

aanblik/aankyk ; to — for someone = na iemand **soek** ; to — on = **toekyk** ; to — through the presents = die presente **deurkyk**/na al die presente kyk/al die presente besigtig.

lose: to — one's train = die trein **nie haal nie**/te laat kom vir die trein ; to — oneself = **verdwaal** ; to be **lost** in a forest = **verdwaal** wees in 'n bos ; to — something = iets **verloor** ; to — on points = **met** punte verloor.

loss: to be at a — = in die **war/verleentheid** wees/nie weet wat om te doen nie/wat om aan te vang nie.

lot: a whole — = 'n **hele klomp/spul**/aantal/**boel** ; a — of people/many/ a crowd of people = 'n (hele) **klomp** mense/'n skare ; the whole — died = die hele **klomp**/boel is dood/het gesterf/het omgekom ; the — of them = die hele **klomp**/boel ; to draw/cast —s = om **lootjies te trek**/die loot werp/om te loot.

love: to give one's — to = **groete sê** aan/groete oordra aan ; to end a letter with — = 'n brief met **groete afsluit** ; my best — = hartlike **groete** ; to — somebody = iemand **liefhê**/bemin ; to be in — = om **verlief** te wees **op** iemand.

lovely: to have a — day (at the camp) = 'n **aangename**/genotvolle/heerlike/ lekker dag hê ; to have a — time = 'n **aangename**/genotvolle/heerlike/ lekker tyd(-jie) hê/deurbring.

loving: from your — son = van u lief**hebbende** seun.

loud: a — noise = 'n harde **geraas** ; a — voice = 'n **harde**/luide stem.

louder: to speak — = harder praat.

luck: to have — with = **dit gelukkig tref** ; to be in —'s way = **dit gelukkig tref** ; best of — on your birthday = veels geluk met jou verjaarsdag.

lucky: to be — = gelukkig wees/dit gelukkig tref/van geluk spreek/die geluk loop jou na.

M

make: to — one work = iemand **laat** werk/forseer/dwing om te werk ; to — application = **aansoek doen om**/appliseer **om**/sollisiteer **na** ; to — someone laugh = iemand **laat** lag ; to —/score a try (in rugby) = **'n drie druk**/aanteken ; to — one do it = iemand iets **laat** doen/iemand forseer/dwing/verplig om iets te doen ; to —(score) a goal = 'n **doel gooi** (korfbal/netbal)/skop/aanteken (voetbal = sokker) ; to — a mistake = 'n **flater**/fout **begaan**/maak ; what — of car is this ? = van watter **fabrikaat** is hierdie motor ? ; to — one's mouth water = jou mond **laat** water/jou laat watertand vir ....

mark: to — an essay = 'n opstel **nasien**/korrigeer ; to get —s for an essay = **punte** kry/behaal vir 'n opstel ; the —s of the cuts are still visible = die sny**merke**/littekens is nog sigbaar.

marry: to — somebody = **met** iemand trou ; he is going to — = hy **gaan trou** ; to be —ied = om **getroud** te wees.

mean: to be — = om **laag**/gemeen te wees; what do you — ? = wat **bedoel** jy ? ; what does the word — ? = wat **beteken** die woord ?

meaning: what is the — of that ? = wat is die **betekenis**/bedoeling **daarvan** ?/ wat beteken dit ?

meet: to — a man = 'n man **ontmoet** ; to — a tiger in the jungle = 'n tier **teëkom** in die bos/oerwoud ; — mr Jones ! = laat ek jou **voorstel** aan mnr. Jones ! [Never : ontmoet mnr. Jones.]

middle: in the — of a book = in die **helfte**/middel van 'n boek ; in the — of a conversation = in die **middel** van 'n **gesprek.**

mile: one — from town = een **myl** van die dorp/stad af ; to walk many —s = myle ver loop ; two —s away = twee myl ver ; it is —s and —s away = dis baie ver/myle en myle ver. [Note : the plural form **myle** is used in an indefinite sense or for emphasis ; otherwise the singular form is employed.]

minute: in one — = **binne** een **minuut** ; in a —'s time = **binne** 'n **minuut** ; within five —s = **binne vyf minute** ; wait a — ! = wag 'n **bietjie/oomblikkie** ! ; I won't be a — = ek sal nie lank draai nie/ek sal gou maak/ dit sal nie lank duur nie ; I'll be back in a — = ek sal binne 'n oomblikkie terug wees ; just a — = net 'n oomblikkie ; he was here a — ago = hy was nou net/(so-)pas/'n oomblikkie gelede hier.

miss: to — a train/bus = 'n **trein**/bus **nie haal nie.**

monkey: the —s in the zoo = die **bobbejane** in die dieretuin.

more: I want some — = ek wil **nog** hê ; to be — cold (colder) = **nog kouer** wees ; — or less = min of meer ; to get — wood = **nog** hout kry/soek ; four — days = **nog** vier dae ; many — presents = **nog baie** (ander) presente/geskenke/gifte ; he has — than I have = hy het **meer** as wat ek het ; the — the merrier = hoe meer siele hoe meer vreugde.

most: to have — money = **die** meeste geld hê ; I like to do that — = ek wil dit **die graagste/liefste** doen ; — people = **die** meeste mense ; — of them drank = **die** meeste het gedrink [note the typical use of **die** before **meeste**] ; a/the — charming wife = 'n/die **allerliefste** vrou ; the — important subject = die **belangrikste** vak/onderwerp.

much: that was too — for me = dit was **bo my vuurmaakplek** [in the sense that I could not do it]/dit was te veel vir my [e.g. too much to eat/ drink]/ek kon dit nie verdra nie [something unbearable, e.g. noise].

murder: to — somebody = iemand **vermoor** ; to commit — = **moord pleeg** ; to hang for — = (op)hang **weens moord.**

myself: I wash — = ek was **my** ; I do it — = ek doen dit **self** ; for him and — = vir hom en **my**/vir ek en hy ; my dad and — (I) = ek en my Pa. [Note the characteristic constructions : **vir ek en hy ; ek en my Pa.**]

N

nail: to clean one's —s = jou **naels** skoonmaak ; to hammer —s into wood = **spykers** in hout **inslaan.**

narrow: a — escape = 'n **noue** ontkoming.

nearby: to live — = om **naby** te woon ; a — mountain = 'n nabygeleë berg ; a — town = 'n **naburige**/nabygeleë dorp/stad.

newspaper: to read the — = die **koerant**/nuusblad lees.

nice: to have a — time = 'n **aangename**/heerlike/genotvolle/lekker tyd(jie) hê ; — people = **gawe** mense ; he is a — sort/(a — old stick) = hy is 'n **gawe** ou/'n lekker kêrel.

nil: to get — for a sum = **nul**/geen punte kry vir 'n som.

no: to have — money = **geen**/g'n geld hê/besit nie ; to do — good in life = niks/geen goeds in die lewe verrig **nie** ; —, I do not want it = **nee**, ek wil dit nie hê **nie** ; he is — fool/chicken = hy is nie 'n pampoenkop nie/nie so onnosel nie/nie onder 'n kalkoen uitgebroei nie.

noise: the — made by bees/(the humming of bees) = die **gezoem** van bye ; to hear a — = om 'n **geraas** te hoor ; to make a — = om 'n **geraas**/'n **lawaai** te maak/om te raas/te lawaai.

now: — and then = **af en toe**/dan en wan/**nou en dan**/soms/partykeer.

now-a-days: the children — are very lazy = die kinders is **deesdae**/vandag/teenswoordig/hedentendae baie **lui**.

number: the — of a ticket = die **nommer** van 'n **kaartjie** ; Squad, —! = Afdeling, **nommer** ! ; quite a — of them = 'n hele **aantal** ; give me the correct — of sheep = gee my die regte **getal** skape. [Note the abbreviation **no.** is rendered **nr.** in Afrikaans.]

O

of: to think — one's dad = om **aan** jou vader te dink ; the three — us = **ons drie** ; there were five — us = ons was (altesame) vyf/**altesame** was ons vyf ; all — us = **ons almal** ; both — his arms (both his arms) = **altwee** sy arms ; to be tired — school = moeg wees **vir** die skool ; to be fond — him = **van hom hou**/hom liefhê ; to be fond — sweets = **van** lekkers **hou** ; to walk out — the house = **uit** die huis **uitloop**/-stap ; I am fond — it = ek **hou daarvan** ; full — gladness/joy=**vol vreugde**/geluk ; full — mischief = vol kattekwaad/streke/dinge ; full — beans = opgewek/op sy stukke.

off: he fell — the tree = hy het **uit** die boom **uitgeval** ; take — your clothes/shoes = **trek** jou klere/skoene **uit** ; take — your hat = **haal** jou hoed **af** ; to take/cut the skin — an animal = om die dier **af te slag** ; the dance is coming — soon = die dansparty sal **binnekort gehou** word ; to see somebody — at the station = iemand op/by die stasie **gaan groet**/gaan sien vertrek/iemand na die stasie toe bring ; to get a period — = 'n periode/les **vry** kry ; you put me — by that = jy **bring my van stryk** (af)/koers (af) daarmee/daardeur ; to put — a meeting = 'n vergadering **uitstel**.

old: to get (become) — = om **oud** te **word** ; to grow (become) — = om oud te word.

older: some grow (become) — than others = party word **ouer as** ander [don't use **anders** as this means "otherwise"] ; the — the better = **hoe** ouer **hoe** beter.

on: the lion lives — buck = die leeu leef **van** wildsbokke ; congratulations — your birthday = geluk met jou verjaarsdag ; cash — delivery = kontant **by** aflewering ; to knock — a door = om **aan** 'n deur te klop ; to play records — the wireless = **platemusiek oor** die radio uitsaai ; to go — a bike/by bicycle = **met 'n/per** fiets ry ; to operate — a person = **aan** iemand opereer ; to leave — Saturday = om Saterdag te vertrek ; to leave — **a** Saturday = om op 'n Saterdag te vertrek ; to write — a book = **op** 'n boek skryf [i.e. on the outside of a book, or the latter may serve as a "back-sheet" ; to "write **in** a book" would be translated : **in** 'n boek skryf] ; to decide — playing truant = besluit **om** stokkies te draai ; to be — holiday = **met** vakansie wees ; to walk about— the veld = **in** die veld wandel/rondloop ; this money will put him — his feet again = die geld sal hom weer **aanhelp**/weer help om te kan begin/weer op die **been** help ; to be — fire = **aan** die brand wees ; later — in the day (later in the day) = later **in die** dag ; buck, birds, and so — = wild, voëls **en so voorts/ensovoorts** ; what is — at the bio/cinema ? = **watter (rol-)prent** word in die teater/bioskoop **vertoon** ? ; what is going — in the hall ? = wat vind plaas/**is aan die gang** in die saal ? ; a party — our own = **ons eie** party(-tjie)/geselligheid/ons het alleen/**op eie houtjie** 'n partytjie/geselligheid gevier ; the thieves had masks — = die diewe het maskers **op**gehad ; to put shoes — one's feet = skoene **aantrek** (aan jou voete) ; to put the light —/off = die ligte **aanslaan**/afslaan/aanskakel/afskakel ; he put —his brakes too late = hy het **die remme** te laat aange**slaan** ; to go — with work = **voort**gaan met die werk [**aangaan** is permissible] ; leaves/fruit — the trees = blare/vrugte **aan** die bome ; a picture — the wall = 'n prent **aan**/teen die muur ; to sit — top of a box = **bo-op** 'n kas sit ; to get a fine — top of it = **boonop** nog boete ook kry; —the first of the month = (op) die eerste **van** die maand ; — the first of January = (op) die eerste Januarie.

one: — could hear the laughing = 'n mens kon die **ge**lag hoor.

onto: add this — that = tel hierdie **by** daardie.

open: to — a door = 'n deur **oop**maak ; he —ed the door = hy het die deur **oop**gemaak ; I don't see my way — = ek sien nie **kans** nie.

order: to send an — in = 'n **bestelling** maak/plaas/instuur/iets bestel ; to — him to do it = hom **beveel**/gebied om dit te doen ; to obey an — = 'n **bevel** gehoorsaam ; everything is in — = **alles is in die haak**/gereed/in order ; in — that = sodat.

other: he was here the — day = hy was **nou die dag** hier ; the house burned down the — night = die huis het **nou die aand/nag af**gebrand ; some stayed but the —s went = party het gebly, maar die ander het gegaan ; not this one, but the — one = nie hiérdie een nie, maar die **ànder** een.

otherwise: you will have to do it, — I shall deal with you = jy moet dit doen, anders sal ek **met jou afreken.**

our: these are — hats = dis **ons** hoede hierdie/hierdie is **ons** hoede.

ours: these hats are — = hierdie hoede is **ons s'n.**

out: I went — = ek het **uit**geloop/-gegaan ; take — your pens = **haal** julle penne **uit** ; to walk — of the house = om **uit** die huis **uit** te loop ; to

look — of the window = om **by** die venster **uit** te kyk ; to be — of work = om **werkloos**/sonder werk te wees ; to swim — in the sea = om **in** die see **in** te swem ; the results are — = die **uitslae**/resultate is **bekend**/het verskyn ; five miles — of town = **vyf** myl **van** die dorp **af/buitekant** die dorp ; to walk — by the front door = **by** die voordeur **uit**loop ; fruit — of his garden = vrugte **van** sy tuin/boord af ; to steal fruit — of his orchard = vrugte **in** sy boord steel ; to pour — the tea = die tee **ingooi/skink** ; to put a fire — = om 'n vuur te **blus** ; he is lights — = hy is **katswink** ; hit him — = hom **bewusteloos** slaan.

outside: he went — = hy het **uit**geloop/na buite toe/buitentoe geloop.

over: all — the world = **oor** die hele wêreld ; the day/year is — = die dag/jaar is **om** ; the exams are — = die eksamen is **verby**/klaar/**agter die rug** ; to be run — by a car = deur 'n motor/kar **om**gery te word ; to be pushed — = **om**gestoot word ; to turn — a page = **omblaai** ; to turn — a new leaf = 'n nuwe **blaadjie omslaan** ; the car will turn — = die motor/kar sal **omslaan**.

over-coat: we put our —s on = ons het ons jasse aange**trek**.

overflow: the rivers — their banks = die riviere **oorstroom** hulle **walle**/die water stoot oor die rivierwalle.

overload: the wagon was —ed = die wa was **oorlaai** ; the wagon was **loaded over** again = die wa **is** weer oor**gelaai** ; we are —ed with work = ons is **oorlaai** van/met werk.

overwhelm: to — the gangsters = die rampokkers/boewe oor**rompel** ; to be —ed by someone = deur iemand **oorrompel**/oorval/oormeester word.

own: to — up = om te **erken/beken** ; we — much ground = ons **besit**/het baie grond/plase ; my — book = my **eie** boek.

P

pack: to — one's case = jou (reis-)**koffer in**pak ; to — one's clothes = jou klere **in**pak ; the people — together = die mense **drom saam** ; the hall was —ed = die saal was **stampvol**.

pair: a — of pants/trousers = **'n broek** ; a — of glasses = **'n bril** [if spectacles are meant ; a pair of wine etc. glasses will of course be : **'n paar glase**].

pants: a pair of — = **'n broek** ; he has torn his — = hy het sy **broek** geskeur ; he has torn all his — = hy het al sy **broeke** [i.e. more than one pair] geskeur ; I want to buy a pair of — = ek wil **'n broek** koop.

paper: to read in the — = die **koerant** lees ; the results are published in the — = die uitslae het in die **koerant verskyn**/verskyn in die koerant/word in die koerant bekendgemaak/gepubliseer ; the — was difficult = die **vraestel** was moeilik.

parrot = pa**pegaai**.

part: the —s of a machine = die **onderdele** van 'n masjien ; to take somebody's — = vir iemand **in die bres tree**/iemand verdedig/vir iemand die stryd aanbind/**vir iemand party trek** ; spare —s for a car = **onderdele**/

reserwedele vir 'n motor/kar ; to take the — of a man in a play = die **rol** van 'n man speel/vervul in 'n toneel(-stuk).

party: a — of men = 'n **groep**/groepie/klompie mans ; a — of Voortrekkers = 'n **groep**(-ie)/klomp(-ie) Voortrekkers ; to go to a — = na 'n **geselligheid**/partytjie toe gaan ; we were a small — = ons was 'n **klein groepie**/klompie. [In most cases **klein** is followed by the diminutive form of the noun.]

passenger: a — train = 'n **passasierstrein** ; to be a — = om 'n **passasier** te wees.

past: I walked — the house = ek het **by** die huis **verby**geloop ; he rides — me = hy ry **by** my **verby** ; half — two = half**drie**.

pay: to — money for it (to pay for it) = **daarvoor** betaal ; it —s to be honest = dit **loon die moeite** om eerlik te wees/**dis die moeite werd** om eerlik te wees/[**dit betaal om eerlik te wees** is an anglicism, but it is permissible].

pen: take out your —s = **haal** julle penne uit ; the fowls are in the — = die hoenders is in die hok/is op hok.

permit: if the weather —s = as die weer **dit** toelaat/gunstig is.

person: a —/one cannot do it = 'n mens kan dit nie doen nie.

phone: to — the ambulance = telefon**eer om** 'n ambulans.

picnic: to go for a —/to go out picnicing = 'n **uitstappie onderneem**/gaan piekniek (hou).

picture: to have —s on the walls = prente/skilderye **aan** die mure.

piece: to break to —s = **f**yn en **f**lenters/aan stukke/aan flarde skeur/breek ; to go to —s/the dogs = **ten gronde** gaan/na benede gaan/versleg.

pilot: the — met with an accident = die **loods** het **ver**ongeluk.

plan: to have a good — = 'n **goeie plan** hê ; to make a — = 'n **plan** beraam/**maak** ; to — something = iets beplan/beraam/'n plan beraam om iets te doen.

play: to — a trick on someone = iemand 'n **poets bak** ; to — the fool with someone = met iemand die **gek skeer/iemand vir gek hou** ; to — the piano = die klavier **be**speel ; to — tennis = tennis **speel** ; I am only —ing = ek **korswel** maar.

pleasant: to have a — time/day = 'n **aangename**/genotvolle/heerlike/lekker tyd(-jie)/dag hê. [**'n lekker dag** also means fair weather.]

please: will you — do it for me ? = **wil/sal** jy/u dit asseblief vir my doen ?

police: call the — quickly ! = roep gou die **polisie**.

policeman: a — = 'n polisiedienaar/polisie-agent/diender/**konstabel**. [**Poliesman,** however, is gaining ground rapidly.]

porter: the — puts the luggage in the train = die **kruier** plaas die **bagasie op** die trein [but : **in die kompartement**].

possible: it is quite — = dis **heelwaarskynlik/heelmoontlik**/dis **heeltemal moontlik/besmoontlik**.

post: to — letters = **briewe pos**/op die pos doen ; to look for the — = gaan kyk of daar briewe/pos is ; to fetch the — = die briewe/pos gaan haal ; to apply for a — = **aansoek doen om**/applikasie maak om/ **sollisiteer na** 'n **betrekking.**

postman: to waylay the — = die **briewebesteller** voorstaan/—lê ; the — delivers the letters = die **posbode/briewebesteller/bestel** die briewe/ **lewer die briewe af.**

prefect: the —s at school are nice = die prefek**te**/klaskapteins/monitors **op** skool is baie **gaaf.**

pretty: — scenery = 'n **pragtige landskap**/gesig/natuurtoneel.

previous: the — night = die **vorige** nag ; the — work = die **vorige** werk.

price: what is the —? = **hoeveel kos dit** ? ; —s are going up/ —s increase = **die koste styg** ; to pay the — = die **prys** betaal.

principal: is the — in ? = is die Hoof **hier** ?/**op kantoor** ?

promise: I — to do it = ek **beloof**/belowe om dit te doen ; I will/shall keep my — = ek sal my **belofte nakom**/hou/ek sal woordhou.

puppy: I like the —ies = ek hou van die kl**ein**hond**jies.**

put: — the lights on/off ! = **slaan**/skakel die ligte **aan**/af ! ; to — the brakes on = die re**mme** aan**slaan** ; to be — off by someone = deur iemand van **stryk/koers** gebring word ; to — oil on one's hair = olie **aan** jou hare **smeer** ; to — up a tent = 'n tent **opslaan** ; to — sugar in tea = suiker in **die** tee **gooi** ; to — up with something = **verlief neem met iets** ; to — off a meeting = 'n vergadering **uitstel** ; to — an end to = iets **beëindig**/afsluit/staak/laat ophou/keer ; to — your hands before your face = jou hande voor jou gesig **hou** ; — up your hand = **hou/steek** jou hand op.

Q

qualification: to state one's —s = jou **bevoegdhede**/kwalifikasies meld/ vermeld.

quarter: first — of the year = die eerste kwar**taal** (van die jaar)/die eerste kwartjaar ; a — of an hour = 'n kwar**tier** ; — past eleven = **kwart oor** elf.

question: to — someone = iemand **ondervra**/uitvra ; to answer a — = 'n vraag **be**antwoord ; to put a — = 'n vraag **stel**/vra ; a — paper = 'n vra**elys**/vra**estel.**

quickly: to go — = om **gou** te gaan/maak ; come here —! = kom **gou** hier ! ; he runs — = hy hardloop **gou/vinnig.**

quite: my money is — finished = my geld is **heel**tem**al** op/gedaan.

R

race: to — along = om te **jaag** ; to have a — = om 'n **wedren**/wedloop/ reisies te hou/reisies jaag ; there will be a — = daar sal 'n wedren/ wedloop/reisies gehou word/plaasvind ; a horse — = 'n **perdewedren.**

railway: to build a — line = 'n spoorweg **aanlê.**

reach: we —ed there = ons het daar **aangekom**/aangeland; to — your destination = jou **bestemming bereik.**

report: to receive a — = 'n rapport/**verslag** ontvang ; to — something = iets aanmeld/**rapporteer**/verslag doen van iets.

reserve: to — one's opinion = om **stil te bly**/geen kommentaar lewer nie ; to have something in — = iets in **voorraad** hê ; the game — = die wildtuin.

rest: to give mother a — = moeder **laat rus.**

rich: to be very — = **skatryk**/baie ryk wees; to have great —es = baie **rykdomme**/skatte besit/hê.

right: to — a wrong = 'n **onreg herstel** ; — hand = reg**ter**hand ; to be — = dit **gelyk hê** ; you are — = jy **het reg/gelyk** ; [**jy is reg** = you are sane] ; to go — through = **dwars**deur gaan ; to go — in front of/ behind someone = **vlak**voor/—agter iemand staan; keep — = hou regs ; the — answer = die regte/korrekte antwoord.

ring: to — somebody = aan iemand telefoneer/**iemand opbel** ; to sit in a — = in 'n **kring** sit ; to form a — = 'n **kring** maak ; a — on the finger = 'n **ring aan** die vinger.

river: to go for a swim in the — = **gaan swem** in die **rivier** ; the — overflows its banks = die rivier **oorstroom** sy **walle** ; the — is in flood = die rivier **kom af/loop oor**/stoot oor sy walle.

road: the — is very rough = die pad is baie **ongelyk**/hobbelrig/**stamperig** ; a small — = 'n **klein paadjie.**

roar: the — of the lion = die **ge**brul van die leeu ; to hear a — in the jungle = 'n **ge**brul verneem/hoor in die oerwoud.

roll: many people —ed up = baie mense het **opgedaag**/opgekom/was teenwoordig.

rough: a — sea = 'n **onstuimige** see; a — boy = 'n **geniepsige**/moedswillige seun/vent ; a — street = 'n ongelyke/stamperige/hobbelrige straat ; to play —ly = om **geniepsig** te speel/hy speel knype sonder lagge.

round: to turn — = **omdraai** ; to sit — the fire = **om** die vuur sit ; to come — the corner = **om** die hoek kom ; to sit — the table = **om/ rondom** die tafel sit ; to come — after having fainted = **by**kom nadat jy flou was ; to come — for the money = geld kom **kollekteer/ophaal** ; to look — = **omkyk** ; to — something off = iets **afrond.**

run: to — away from home = van die huis af weg**loop** ; to make a — (in cricket) = 'n **lopie** maak/aanteken/om te hardloop.

S

's: my father— farm = my Pa **se** plaas ; the farm is my father— = die plaas is my Pa **s'n.**

safe: to be — = om **veilig** te wees.

safely: to arrive — = **veilig aan**kom ; to be — at home = **veilig** tuis wees/ by die huis wees.

safety: pulled into — = getrek totdat hulle veilig was ; we seek — = ons soek **veiligheid.**

salary: to receive a — = 'n **salaris** ontvang/kry; their —s have been increased = hulle **salarisse** is verhoog.

same: to have the — = om **dieselfde** te hê.

satisfy: to — = om te **bevredig**/om genoegdoening/voldoening/tevredenheid te gee/verskaf; to feel —ied = **tevrede**/bevredig voel; to — one's appetite = jou **eetlus bevredig.**

Saturday: to leave on — = om (op) Saterdag te vertrek.

save: to — a match = 'n vuurhoutjie **bespaar**/bêre ; to — money = geld **spaar**/bêre ; to — a life = 'n lewe **red**/iemand red.

say: to — one's recitation = die resitasie/gedig **opsê**/voordra ; people — that = die mense **vertel** dat . . . .

scare: to be **—ed** (of) = **bang** wees (vir) ; to be —ed by . . . = **skrikgemaak**/banggemaak deur . . . . ; it —ed me = dit het my skrikgemaak/banggemaak/verontrus/laat skrik.

school: I still go to — = ek **gaan nog skool** ; to leave — = **die** skool verlaat/uit die skool uitgaan ; we have many —s = ons het baie **skole.**

see: come and — me = kom **spreek** my ; to — somebody off at the station = iemand op/by die stasie **gaan sien vertrek**/gaan **groet**/iemand wegbring stasie-toe; — that you come home early = **sorg** dat jy vroeg tuiskom/huis-toe kom ; to — what he does = om te **kyk** wat hy doen/maak ; to — if there is something = om te **kyk of** daar **iets** is; to go and — a friend = 'n vriend **gaan besoek/vir** 'n vriend gaan **kuier.**

seeing: — that you are here = **aangesien** jy hier is [never : "siende dat"].

send: to — a child = 'n kind **stuur** ; to — a letter to me = 'n brief **aan** my **skryf**/**stuur.**

sense: to bring him to his —s = hom **bykry**/lawe/hom sy bewussyn laat herwin [i.e. if he was unconscious]/hom tot beter insigte bring [i.e. if he is going astray].

shake: to — him = hom **skud** ; to — him by the hand = bladsteek/**hom die hand druk.**

shall: you — do it ! = jy **sal** dit doen !

shilling: to pay a — = 'n **sjieling** betaal; to have ten —s = **tien sjielings** besit/hê.

shirt: to tear one's — = jou **hemp skeur**; they wear white —s = hulle dra wit **hemde.**

show: a beautiful film —ed at the cinema = 'n pragtige **rolprent is** in die teater **vertoon.**

sick: to feel — = om **flou/aardig/naar** te voel [**ek voel siek** = I feel ill] ; to be — in bed = **om te lê** = so siek wees dat jy in die bed lê [never : ek is siek in die bed !] ; to be on — leave = **met** siek**te**verloof wees.

silver: to use — for coining money = silwer gebruik om geld te **slaan**/te **munt.**

sister: to have a — = 'n suster hê ; my little — = my klein **sustertjie/sussie** ; our —s are nice girls = ons susters is **gawe** meisies/dogters.

sit: to — on a chair = **op** 'n stoel sit ; to — up = **regop** sit ; to — up in bed = **regop** sit in die bed. [Note : **opsit** = to court, not to sit up !]

sjambok = **sambok.**

sky: the — is clouded = die lug is **bewolk** ; the — is overcast = die lug is **betrokke** ; stars in the — = **sterre aan** die lug/**hemel** ; to look up in the — = opkyk **in** die **lug** ; to look up to the — = opkyk **na** die **lug**/hemel.

sleep: to fall a— = **aan die slaap raak** ; to have a long — = **lank** slaap ; to — with John (at John's home) = **by** Jan slaap.

slow: my watch is — = my oorlosie is **agter** ; he is very — = hy is baie **stadig.**

small: to be — = **klein** wees ; to feel — = **verleë** voel ; a — child = 'n **klein kindjie.**

smell: to — = om te **ruik** ; to get the — of = die **reuk** van iets kry ; the — of the flowers = die **geur** van die blomme [i.e. the scent of the flowers].

so: he was — wet = hy was baie nat/waternat/papnat/sopnat ; I got — tired = ek het **baie** moeg geword/ek was **doodmoeg** ; the sun is — hot = die son is **baie** warm/bloedigwarm [**so** may also be used in the preceding examples, but not in the following] ; I was ill — I stayed at home = ek was siek ; **dus**/derhalwe/gevolglik het ek tuis gebly.

some: — of them were out = party/sommige was uit.

something: to hear — = iets hoor/verneem ; to have — = iets hê/besit.

soon: to be back — = **gou** terug wees ; to reply — = **gou**/spoedig antwoord ; as — as possible = so **gou**/spoedig moontlik.

sooner: the — the better = **hoe** gouer **hoe** beter ; I could not reply — = ek kon nie **eerder**/gouer antwoord nie ; I'd — do this than that = ek sou **liewer** hierdie **as** daardie doen.

sorry: to feel — = jammer voel/hê ; to feel — for = jammer **kry**/voel/hê vir. . .

sort: he is a nice — = hy is 'n **gawe ou** ; all —s of animals = **allerhande** diere/verskillende soorte diere [**allerhande soorte** is a tautology ; cf. "kind"].

soup: he landed in the — = hy het in die **pekel beland**/gesit [avoid "sop"].

South Africa: = Suid-Afrika [note the characteristic hyphen].

spare: to feel a — = **verleë** voel ; to — someone's life = iemand sy lewe **spaar**/iemand hom sy lewe laat behou ; a — wheel = 'n **reserwewiel**/**noodwiel** ; — parts for a car = **onderdele**/reserwedele vir 'n motor/kar ; — time = **vry** tyd.

spend: to — money = geld **uitgee**/vermors ; to — a few days = n paar dae **deurbring** ; to — your money in . . . = jou geld **bestee aan** . . . .

spirit: to see a — = 'n **gees**/spook sien ; —s is highly inflammable = spiritus is hoogs ontvlambaar.

sport: to go in for — = **deelneem aan** sport ; to take part in — = **deelneem aan** sport ; all sorts of — = **allerhande** sport/verskillende soorte sport/**verskeie sportsoorte.**

staff: to have a — = 'n **staf**/kierie hê ; the school/hospital — = die skool-/hospitaal**personeel** ; the military — = die militêre staf.

stand: I cannot — it = ek kan dit nie **verdra**/uitstaan/veel nie ; to — up = **opstaan** ; to — up for one's rights = jou **regte verdedig** ; to be able to — a joke = 'n grap **verdra** ; not to — someone = iemand nie **verdra**/**veel** nie/nie van iemand hou nie ; to — him a tea = hom op 'n koppie tee trakteer/vir hom 'n koppie tee **koop**/vir hom vir 'n koppie tee betaal/saam met hom gaan tee drink ; to — a chance = 'n kans **hê**/vooruitsigte hê.

standard: a very high — = 'n baie hoë stàn**daard** ; — English = stàn**daard**-Engels ; to be in — five = in standerd **vyf** wees.

stay: to — away = om weg te **bly** ; to — in town = in die dorp/stad **woon** ; to — over for the night = **oornàg** ; to — over for a while = 'n tydlan**k oorbly/vertoef** ; to —/live in Pretoria = in Pretoria **woon.**

steer: to — someone to the shore = iemand na die wal toe bring/**aan land** bring.

stiff: to feel — = **styf/stram** voel ; to be a — = 'n **vermetele/verwaande/** hoogmoedige/opgeblase persoon wees ; the exams are — = die eksamen (vraestelle) is **moeilik.**

still: I — have to do it = ek moet dit **nog** doen ; to be quite — = **heeltemal** stil wees ; to lie — = om **stil** te lê ; to — one's hunger = jou honger **stil.**

stomach: pain in the — = pyn **op** die maag ; to fill one's — = jou **maag** volmaak/vul ; full —s = vol **mae**/mage.

stop: to — = stilstaan/stilhou/ophou ; — that noise ! = **hou op/basta** met daardie lawaai ! ; — the thief ! = **keer** die dief (voor) ! ; to — at a gate = by 'n hek **stilhou**/stop/stilstaan ; to — for the robot = **stilhou**/stilstaan/stop by die **verkeerslig** [**stop** is usually not used if you ride by cart, by bicycle or on horse-back] ; to — in town = in die dorp **stilhou**/oorbly [the latter if you stay for the day/night] ; to — for the night = **oornag** ; the — light is fused = die **stop**lig(-gie) is dood/stukkend ; one must — at a — street = jy moet stilhou/stop by 'n **stop**straat.

store: to — things = goed wegpak/wegbêre/bewaar/opgaar ; to go to the —s = **na** die **winkels toe** gaan ; a bottle — = 'n **drankwinkel.**

straight: a — stick = 'n **reguit** stok ; to go — for someone = **reguit**/reëlreg/pylreguit na iemand toe gaan/op iemand afgaan/afpeil.

strive: to — forward = **vo**rentoe **beur** ; to — for something = **na** iets **strewe**/streef.

study: this is my — = dis my **studeerkamer** ; to make a — of = 'n studie maak van iets/iets **be**studeer ; to — at night = om saans/snags te **studeer.**

success: to have — = sukses **hê/behaal met** iets ; the book was a great — = dit was 'n **geslaagde** boek/daar is groot sukses **behaal/bereik** met die boek ; to make a — of life = sukses **hê**/bereik/behaal in die lewe.

successful: to be — = sukses hê/behaal/bereik/slaag met iets ; a — event = 'n **geslaagde** onderneming ; — applicants = suksesvolle applikante/ sollisitante.

such: — a child ! = **so** 'n kind ! ; — children ! = **sulke** kinders ! ; to get — a fright = **vreeslik/baie skrik** ; to give someone — a hiding = iemand 'n groot/vreeslike/verskriklike pak (slae) gee.

summer: in — the days are long = in **die** somer is die dae lank.

sunset: at — = **met sononder**/sonsondergang ; towards — = **teen** sononder/ sonsondergang ; what a marvellous —! = **watter** pragtige **sonsonder-gang** !

supper: after — = **na die** aandete ; to have — with = die **aandete** by/saam met iemand geniet ; the — at a dance = die **soepee** op 'n dansparty.

swim: to go for a — = om **te gaan swem**.

T

take: to — somebody home = iemand huis-toe **neem** ; to — off one's clothes/ shoes = jou klere/skoene **uittrek** ; to — one's pen out = jou pen **uithaal** ; to — steps = stappe **doen** ; to — an oath = 'n eed **aflê**/sweer ; to — history in school = geskiedenis **leer**/neem **op** skool ; to — somebody's part = vir iemand **in die bres tree**/vir iemand **party trek**/ kies ; to — somebody's place = iemand se plek **inneem** ; to — somebody's chair = iemand se stoel vat/**neem** ; to — a drive = **'n endjie gaan ry** ; to — a chair = **gaan sit** ; to — one's time = **nie haastig** wees nie ; — your time = **moenie jou haas nie** ; to — to someone = **van iemand (begin) hou** ; to — a course = 'n **kursus deurlóóp** ; I have —en a course = ek **het** 'n **kursus deurlóóp**.

tall: a — man = 'n lang man ; the man is — = die man is **lank**.

taller: to be — than = langer/groter wees **as** . . . ; the — of the two = die **grootste/langste** van die twee.

teacher: a lady — = 'n onderwyseres ; men —s = onderwysers. [Note : it is wrong to use "'n dame onderwyser" and "'n mans-onderwyser".]

tell: I — you to do it = ek **sê** (vir) jou om dit te doen ; to — someone = om aan iemand te **vertel** ; to — someone off = iemand **skrobbeer**/ roskam/**slegsê**/die kop was ; to — a story = 'n storie/verhaal **vertel** ; — your mother = **sê**/vertel (aan) jou moeder.

than: better — yours = beter **as** joue ; blood is thicker — water = **waar bloed nie kan loop nie daar kruip hy/dit**. [If one postulates a scientific truth it will be correct to say : **bloed is dikker as water**, but this expression cannot be used as the Afrikaans equivalent for the English idiom.]

thank: to — someone = iemand **be**dank/dank ; I — you = ek **be**dank/ dank jou/dankie ! ; to — God = God **dank**.

that: by — = **daarby**/daardeur/daarmee ; to go through —= **daardeur** gaan ; what do you mean by — ? = wat **bedoel** jy **daarmee** ?

the: — black — board = **die** bord ; — sooner — better = **hoe** gouer **hoe** beter.

then: first this and — that = eers hierdie en **dan** daardie ; we had dinner and — we played = ons het **geëet** en **toe** het ons gespeel.

there: — is a man = **daar** is 'n man ; to go — = om daar**heen**/daar**natoe** te gaan ; think — of, I want this = dink daar**aan**, ek wil dit hê.

thick: a — stick = 'n **dik** stok ; a —/dense forest = 'n **digte**/ruie bos/oerwoud.

thin: a — man = 'n **skraal** man ; a — needle = 'n **dun** naald ; as — as a lath = **rietskraal**.

through: to go — = om **deur**/voort te gaan ; to climb — = **deur**klim ; to go — a hard time = 'n **moeilike** tyd **deurmaak** ; to cut — one's fingers = jou vingers **af**sny ; to look — = **deurkyk**/na iets kyk/iets besigtig.

throw: to — a stone = 'n klip **gooi** ; to — at = **na** iets **gooi** ; to — a stone at him = hom **met** 'n klip **gooi**.

thunder: a —storm = 'n donderstorm ; a clap of — = 'n donder**slag**.

ticket: a — = 'n **kaartjie** ; to buy —s = **kaartjies** koop.

tie: it is a — = dis **gelykop** (rugby) ; to — a man = 'n man **vas**bind ; a beautiful — = 'n pragtige **das**.

time: the first — = die eerste maal/**keer** ; a lovely/an enjoyable — = 'n **aangename**/genotvolle/heerlike tyd(-jie) ; a pleasant — = 'n aangename/genotvolle/heerlike/lekker tyd(-jie) ; two at a — = twee tegelyk/op 'n **keer** ; a long — over it = (baie) **lank besig** wees ; have you the — on you ? = **hoe laat is dit** ?/kan jy vir my sê hoe laat dit is ? ; what is the — ? = **hoe laat is dit** ? ; a — table = 'n les**rooster**/'n **rooster** (van werksaamhede) ; within a few hours — = **binne** 'n paar uur ; to do a thing three —s over = iets drie **keer/maal** oordoen/oormaak ; just in — = net **betyds** ; to dance in — to the music = **op die maat** van die musiek dans.

to: — be married — = getroud wees **met** ; come — me = kom **na** my **toe** ; take me — the car = **neem** my **na** die motor/kar **toe** ; took him — an empty house = het hom **na** 'n leë huis **toe** geneem ; — write — someone = **aan** iemand skryf ; we came — Cape Town = ons het **by** Kaapstad **aan**gekom ; send the parcel — me = stuur die pakkie **aan** my/**na** my **toe** ; we came — an apple-tree = ons het **by** 'n appelboom gekom ; give this — the boy = gee dit **aan** die seun/bode/jong [**jong** = a coloured boy or messenger] ; he came — us = hy het **na** ons **toe** gekom ; we go there — eat = ons gaan daar**heen**/daar**natoe** **om te** eet ; the fruit is — be eaten = die vrugte is daar **om** geëet **te** word ; enough — keep us = **genoeg vir ons** (om van te leef/om uit te kom) ; ready — sail = **gereed**/klaar **om te** seil/per skip te vertrek ; ready — go away = klaar/gereed **om te** vertrek ; add this — that = tel hierdie daarby/**by** daardie ; — tie an ox — a tree = 'n os **aan** 'n boom vasmaak ; he is known — everybody = **bekend onder** almal ; we started — walk = ons het begin loop [note the omission of **te** after **begin**] ; I am sorry

— learn that . . , . = ek is jammer/dit spyt my **om te** verneem/hoor dat . . . ; regards from house — house = groete van huis **aan** huis.

tree: an apple — = 'n **appelboom**; leaves/fruit on the —s = blare/**vrugte aan** die bome.

trouble: to — someone = iemand **lastig val** ; to have — with = **moeilikheid hê met/van**/dit lastig hê met/**las hê van** ; great — = groot moeilikheid/ **baie las.**

try: to score a — = 'n **drie druk/aanteken** (rugby) ; to — to do something = probeer om iets te doen ; to have a — = probeer.

turn: it is my — = dis nou my **beurt** ; to — over = **omslaan/omdraai** ; the car —s over = die motor/kar **slaan om** ; he —s back = hy **draai om** ; to make a — = omdraai/'n draai maak ; to — round = omdraai.

turning: at the — point = by die (om-)**draai**plek/terminus.

twelve: — years old = **twaalf jaar** oud ; — hours = **twaalf uur** ; — o'clock = **twaalfuur.**

twice: to do it — = dit twee **keer/maal** doen ; once bitten — shy = 'n esel stoot hom nie twee keer aan diesclfde steen nie.

U

unconscious: to be — = **bewusteloos** wees ; — after an accident = **bewusteloos** na 'n ongeluk ; — of the danger = **onbewus** van die gevaar.

unconsciously: to do it — = dit **onbewus** doen.

Union Buildings = Uniegebou/Unie-Gebou [never in the plural form].

up: what is — with him ?/what is the matter with him ? = wat **makeer** hom/hy ? ; prices are going — = die **koste styg** ; to look — a word = 'n woord **naslaan** ; to make — one's mind = om **tot 'n besluit te geraak**/ om te besluit ; to make — for a loss = die **skade/agterstand inhaal** ; your time is — = jou tyd is **verstreke/om** ; to climb — a tree = **in** ' n boom **in**klim.

V

visit: to — the museum = die museum **besoek** ; to — somebody = iemand **besoek/by/vir** iemand gaan **kuier** ; to pay a — = 'n **besoek(-ie) aflê by**/gaan kuier by/vir ; to — someone on a farm = iemand **op** 'n plaas gaan **besoek/by/vir** iemand **op** 'n plaas gaan kuier.

W

wagon: to trek by — = **met** die ossewa trek.

wait: to — for = wag **vir/op** ; to — on someone = iemand **bedien** ; a —er = 'n bediende/kelner.

waiting: to keep me — = my **laat wag**/my ophou.

wake: to — up = **wakker word** ; to — someone = iemand wakker **maak** ; Mother —s me up = Moeder **maak** my **wakker.**

wall: the —s of the house = die **mure** van die huis ; the dam — = die **dam-wal.**

walk: to — = om te **loop** ; to go for a — = **gaan loop**/wandel/**stap** ; to — on the veld = **in** die veld **rondloop**/wandel/rondstap.

want: all I — = al(-les) wat ek wil **hê** ; everything I — = **alles** wat ek wil **hê**.

was: he — born in 1908 = hy **is** in 1908 gebore ; his dad — dead = sy pa **was** dood ; (his dad **died** when he was small = sy pa **is** dood toe hy nog klein was) ; when I arrived he — dead already = toe ek daar aankom, **was** hy reeds dood.

wash: to — = om te **was** ; I — myself = ek was **my** ; the crops are —ed away = die gesaaides/landerye is weggespoel/**verspoel** ; the sea —es on the shore = die see **spoel** aan die kus.

week-end: to spend the — = die **na**week **deurbring**.

well-off: to be — = welgesteld/**bemiddeld**/gegoed wees ; a — man = 'n **welgestelde**/bemiddelde/gegoede man/hy sit daar goed in [never : wel-af].

what: — is your name ? = **hoe heet jy** ? [**wat is jou naam** ? has gained so much ground that it is used more frequently than **hoe is jou naam** ?/**hoe heet jy** ? ; therefore it may be regarded as permissible] ; — are you afraid of ? = **waarvoor** is jy bang ? ; — is his age ? = **hoe oud is hy** ? ; — are you talking of ? = **waarvan** praat jy ? ; — is the price ? = **hoeveel kos dit** ?/**hoe duur is dit** ? ; — is the time ? = **hoe laat is dit** ? ; — day of the month ? = die **hoeveelste** van die maand ? ; — a day ! = **watter** dag ! ; — is in that box ? = **wat** is in daardie kas ?

when: — I go there = **as**/indien/wanneer ek daar**heen**/daar**natoe** gaan ; — did this happen ? = **wanneer** het dit gebeur/plaasgevind ? ; — I come home = **as**/wanneer ek tuiskom/by die huis kom ; — are you to do it ? = **wanneer** moet jy dit doen ?

which: the box in — = die kas **waarin** ; the picture at — I look = die prent **waarna** ek kyk ; the knife with — = die mes **waarmee** ; the gate **through** — = die hek **waardeur** ; the tree under — = die boom **waaronder** ; the chair on — = die stoel **waarop** ; the house along side — = die huis **waarlangs** ; the pen with — = die pen **waarmee**.

whistle: to have a — = 'n **fluitjie** hê/besit ; to — = om te fluit ; to blow a — = 'n **fluitjie** blaas/op 'n fluitjie blaas/om te fluit.

who: — is there ? = **wie** is daar ? ; the man — is ill = die man **wat** siek is ; the first one — = die eerste een **wat**.

whole: the — day = die hele dag/heeldag [if **die** is omitted, then **hele** and **dag** combine as **heeldag**].

whom: the man to — = die man **aan**/met/vir **wie**.

will: I — do it = ek **sal** dit doen ; — you do it for me ? = **wil**/**sal** jy dit vir my doen ? ; to make a — = 'n **testament opstel** ; it is my—to have it = dis my **begeerte** om dit te kry.

winter: — is worse than summer = **die** winter is erger/slegter **as die** somer ; when — is over = wanneer/as **die** winter verby/om is.

wish: I — you a happy New Year = ek **wens** jou 'n gelukkige Nuwejaar [that one specific day]/nuwe jaar [a new year] **toe** ; it is my — that you must do it = dis my **begeerte** dat jy dit moet doen ; my — came true = my **wens**/begeerte is bewaarheid.

with: to write — a pen = **met** 'n pen skryf ; to work — a chisel = met 'n **beitel** werk ; to stay — someone = om **saam met** iemand/**by** iemand te woon/bly ; to buy — money = om **vir** geld te koop ; to deal — a naughty boy = om **met** 'n stout seun **af** te **reken** ; to go — a person = **saam met** iemand te gaan ; to be cross — = kwaad wees **vir** ; to be white — frost = wit **van die** ryp wees ; to be red — anger = rooi **van** woede wees ; to sleep — a pal (to sleep at one's pal's home) = **by** 'n vriend slaap ; sleep — your coat on = slaap **met** jou baadjie (aan) ; to go out — a girl = **saam met** 'n meisie uitgaan/êrens heen gaan ; to be fed up — = **vies** wees **vir** ; glad — (at) the presents = bly **oor** die presente/geskenke/gifte ; the tie will go — the jacket = die das sal **by** die baadjie **pas**.

word: to say a — = om 'n **woord**(-jie) te sê/spreek ; to write a — down = 'n **woord** neerskryf/afskryf ; to use many —s = baie **woorde** gebruik.

world: on this — of ours = op ons ou **wêreld** ; the whole — = die **hele** wêreld ; all over the — = **oor** die **hele** wêreld.

wound: to get a —/to be —ed = om 'n **wond**/verwonding op te doen/**om gewond**/verwond **te word** ; to — a wild buck = 'n wildsbok **kwes** ; to — a man = 'n man **wond**/verwond/**kwes**.

wreck: the ship will be —ed = die skip sal **strand** ; the ship is —ed = die skip het **gestrand** ; to look at the — = om na die **wrak** te kyk ; to — a life = iemand se lewe **verwoes/laat skipbreuk ly/verongeluk** ; to be a nervous — = 'n senuwee**wrak** wees.

Y

yard: to buy a — of linen = 'n **jaart** linne koop ; to be a — away = 'n **tree** ver wees ; get out of my —! = **gee pad**/loop/trap/skoert/**van** my **erf**/agterplaas/werf af ; he stole it out of my — = hy het dit **in** my erf/agterplaas gesteel/**op** my werf gesteel ; he was ten —s away = hy was tien **tree** ver/van die plek af ; ten —s of material = tien **jaart** (s) materi**aal**.

year: a — ago = 'n jaar **gelede** ; last — = **verlede** jaar ; this — = **vanjaar**/vandeesjaar ; to be away for many —s = baie **jare** (lank) weg wees ; to be away for five —s = **vyf jaar** lank weg wees [note the singular form when used in a definite sense].

you: is it —? = is dit **jy**? ; — must come = **jy** moet kom ; — must all come = **julle** moet almal kom.

young: to be — = om jon**k** te wees ; he is rather — = hy is nog jon**k** ; a — man = 'n jong man/jongman/jon**k**man. [Note the difference between the attributive **jong** and the predicative use **jonk** ; cf. "tall".]

your: this is — pencil = dis **jou** potlood ; Sir, is this — hat? = Meneer, is dit **u** hoed hierdie? ; learn — history = leer die/(jou) geskiedenis ; pass in — exams = slaag in **die** eksamen.

yours: this hat is — = hierdie hoed is **joue** (joune) ; Sir, this hat is — = Meneer, hierdie hoed is **u s'n**.

Z

Zulu: the Z—s live in Z—land = die **Zoeloes** woon in **Zoeloe**land.